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GENERAL REPORTS
OF
H.M. INSPECTORS ON ELEMENTARY SCHOOLS
AND TRAINING COLLEGES
FOR THE YEAR 1902.

Presented to both Houses of Parliament by Command of His Majesty.



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GENERAL REPORT for the years 1901 and 1902, by W. P. TURNBULL,
Esq., one of His Majesty's Chief Inspectors of Schools, on the
SCHOOLS in the NORTH-EASTERN DIVISION, comprising the
COUNTIES OF NORTHUMBERLAND, DURHAM, AND YORKSHIRE.

MY LORD,

Roughly speaking, the North-Eastern Division consists of the counties of Northumberland, Durham, and Yorkshire. It is divided into 12 Districts.

SCHOOL ACCOMMODATION.

The first matter this report deals with is the amount and character of school accommodation.

Mr. Northrop says :—

"The supply of accommodation at the east end of Newcastle is still far from adequate to the demand." Northumberland District.

Mr. Foster :—

"In spite of the rapidly increasing population, the supply of schools is fairly well abreast of the requirements." Sunderland District.

Mr. Ward :—

"In the first few years of the new Act the County Council will need to attend to the question of accommodation, which, in spite of all the building that has been accomplished, is still in many places far from what it should be. . . . There are no higher elementary schools." Durham District.

Mr. Leaf finds the total accommodation fairly adequate in Middlesbrough, though more will have to be provided. The Board of West Hartlepool could hardly be doing more to keep pace with the abnormal demand. Stockton-on-Tees, at the N.E. and N.W., is deficient. Darlington District.

"The school accommodation at Hartlepool is the worst in the district."

A site has had to be acquired here by compulsory purchase.

At Darlington the total accommodation shows no serious deficiency.

Mr. Wilson :—

"The accommodation for infants in Northallerton is wretched in quality and deficient in quantity." "Nowhere is there a higher elementary school, a higher grade school, or a school for upper standards only." Ripon District.

The Ripon District is one of little country schools.

- York District. Mr. Howard :—
 “ ‘Waiting’ has been the watchword of the last year.”
 At Mexboro’ there is still urgent need of sufficient and suitable school places.
- Hull District. Mr. Monro :—
 “ Except in Hull, Bridlington, Hessle, and possibly the seaside resorts of Withernsea and Hornsea, there has been scarcely any increase in the population.”
 At Bridlington, through prolonged delay in finishing the Central Board School, many children are kept out of school.
- Bradford District. Bradford has been active. After mentioning Shipley, Keighley, and Bingley, Mr. Worley says :—
 “ In other parts of the district, so far as supply is concerned, strenuous efforts have been made. . . . Just lately there has been a lull in the work.”
- Leeds District. Mr. Whitmell mentions the promptness of the Leeds Board in providing for the rapidly growing population.
- Wakefield District. Mr. Cornish points out one cause of an increased demand for school places—new Bye-laws. Barnsley has taken steps towards providing a new building for its higher elementary school.
- Halifax District. At Halifax Mr. Turner finds the Board continue to make strenuous efforts to provide suitable accommodation.
- Sheffield District. The Sheffield Board in the year ended November, 1902, added 640 places. Projected accommodation 5,482. Previously to this year the Borough had been largely extended.
 A Committee of the Sheffield Branch of the Northern Counties Education League submitted to the Sheffield Board, in June, 1902, a memorial on various matters, of which one was “ chronic overcrowding.” The memorial points out that the population exceeded 400,000 according to the census of 1901, and, taking it as 410,000, finds 1799 school places per 10,000 of population. I fear that real cause for anxiety exists, and I hope that children will not be allowed to suffer through any reluctance to set up temporary iron buildings where necessary.
- Character of buildings, etc. Sunderland District. Mr. Foster :—
 “ Serious defects in premises and material equipment are much less apparent than formerly.”
- Leeds. Mr. Whitmell mentions the magnificent Cockburn Board School, named after the chairman of the Leeds Board, “ whose splendid educational work more than entitles him to this honourable recognition.”
 “ A capital building with every modern requirement has been erected by the managers of Leeds St. Mary’s R.C. School for the instruction of their large staff of pupil teachers.”

Stoves, with pipes as long as possible, have invaded the York district, but managers have shown a readiness to cure the evil. District.

Mr. Howard :—

"There are still many schools without a lavatory, or a supply of water for drinking."

Mr. Howard quotes the Report of the County Medical Officer on Selby Union the condition of the Selby Union (West Riding portion) :—

"An atmosphere which may be tolerated by adults can be a cause of serious uneasiness to children."

The Report points out that, in spite of the increasing number of Employers' Liability Acts, &c., the principles of such measures are not yet fully realised in relation to schools. Misapprehension of the Law.

"This may be partly owing to the fact that some sanitary authorities consider school hygiene the province of the Board of Education, and they forget that 'schools' are included in the definition of a 'house,' and, as such, they impose a responsibility on the sanitary authority. The conditions of school life are peculiarly favourable to the transmission of infectious diseases." "The condition of the cloakrooms . . . cannot be considered as sanitary."

Mr. Foster :—

"Possibly the very frequent occurrence of these epidemic visitations is due, in part, to the existence of large classes of babies under five years of age. In this connection might be mentioned the reprehensible practice of bringing scholars into contact with infection by sending them to inquire about absentees. This practice is common. The teacher is often driven to it because he finds that the machinery of the local authority is hopelessly inadequate, and that regular attendance depends entirely on his own personal efforts."

This practice is, I fear, not confined to the Sunderland district.

Mr. Wilson :—

"Caretakers are often badly paid, and do their work badly in return. I recently visited a school which was very dirty; the master explained that the floor was washed only once a year, and added that there was difficulty in getting anyone to act as caretaker. The amount offered by the managers was only about half-a-crown per week; yet the school was well endowed." Cleaning.

The caretaker, like the pointsman on a railway, is a very important person. The Sheffield Board's instructions to caretakers occupy several pages. The duties are many, and if they were left undone for a week, the school would suffer great inconvenience.

Mr. Dunn (Halifax Staff) :—

"Roof ventilators are not cleaned as often as they should be. The clouds of dust often displaced by letting down the valves testify to this neglect. The frequency of epidemics in these times is, I feel sure, to a certain extent the result of inattention to simple hygienic laws in the schools."

I once found caps in a wall ventilator. It is a weakness in the Tobin tube that you cannot easily clean it, even if you remember that this is necessary.

Mr. Northrop says of desks :—

Desks. "They are mainly too high for children, and, though hundreds of pounds have been spent from the Aid Grant on new desks during the past four years, there is very little improvement in this respect. It is just as reasonable to dress up a boy in his father's clothes as to put him to learn writing at a desk quite high enough for any adult. And yet this is what is done."

Straight-holders. I have never yet seen a straight-holder, that is, a metal framework against which the child can lean his forehead, and thus be prevented from injuring his sight by writing with the eye too near the work. It would be one means of combating the mischief of desks built without regard to the horizontal distance between the desk-top and the seat.

Mr. Monro :—

Hull. "While the board schools of Hull have not in the past been liberally supplied with suitable or even necessary furniture and apparatus, there are indications now of a better spirit prevailing, but improvement proceeds with tardy steps."

INFANT SCHOOLS.

Mr. Whitmell :—

Leeds District. "The education of infants has steadily improved, and in the best schools leaves little to be desired. The children thoroughly enjoy their school life and would rather be in school than at home."

Drawing. "Free-arm drawing with coloured chalks is growing in favour, and brush-work has been introduced with very gratifying results. Often the children are trained to use both hands."

Measuring. "The foot-rule may easily and with advantage be taught to infants."

Mr. Worley :—

Bradford District. "The work has of late developed by leaps and bounds. . . . One pleasing feature in the development is the care bestowed upon the babies. . . . They now often have the best class-room. . . . Most of the galleries have gone, many of which were like the stocks of old. It would be well also if desks in a babies' room, and perhaps in other infant rooms, gave way to tables—short tables, twice the width of an ordinary desk, sufficient to seat 8 or 10 children in small armchairs, three or four on each side, one at each end. Should a longer table be required, place two or three together end to end. Three advantages are gained :—

- (a) The teacher can move easily amongst her scholars ;
- (b) The tables can be placed anywhere in the room ;
- (c) the whole, or nearly so, of the floor space can be utilised for games, etc.

It is possible that "games" which teach co-operation are the Games. most important part of Kindergarten work.

"A black dado for chalk-work should run round three sides of the room, Chalk work with troughs to catch the chalk dust."

This chalk dust is a thing which I fear is too lightly treated by school teachers. There is an art in cleaning a black-board, as there is in dusting furniture.

It may be mentioned here that if wooden blackboards were replaced by large slates, there would be no temptation to a teacher to put the chalk in her mouth in order to overcome the greasiness of the blackboard surface.

"I wish the infants could remain a year longer in their department. By Infant so doing, educational progress would be more rapidly developed in the other school left departments. The great break comes just when the infant teacher begins too early. to see the outcome of her labour. . . But managers want the children in the higher departments for the sake of more grant."

Mr. Northrop :—

"Some of the continuous story-books now published are charming, and I Northum- am told by teachers that the little ones often get through them in private berland. before many pages have been read in the class."

Mr. Leaf :—

"While remembering the difficulty of managing the large classes at present Darlington permitted, where freedom might so easily degenerate into disorder, one is District. tempted to hazard the query whether the children might not with advantage be allowed to do more for themselves, to make more mistakes, and, above all, Too much repression. to say more than at present. The importance of teaching—or, rather, allowing —children to talk is certainly overlooked. . . . An examination of the time Long hours. tables shows that the fare provided is often very heavy and solid, and the hours, especially in the afternoon, seem very long. . . . There is only one case in my district where the hours for infants are shorter than those for older children. Shorter hours for infants are said to cause inconvenience, because so many of them are brought to and from school by their elder brothers and sisters."

Mr. Leaf here directs attention to speaking, which ought to Speaking. supplement the three R's. Long ago it was pointed out by H.M.I. Mr. Rooper that the school is bound to make provision for teaching children to speak, for otherwise, by enforcing order, it deprives them, without compensation, of the chance they would have of learning to speak at home.

FREEDOM OF CURRICULUM.

With the Block Grant of the Code of 1900 came a greater freedom of curriculum. Conferences were held with managers and teachers at various places in the Sheffield District and other districts. My thanks are due to the School Boards of Ecclesfield, Rotherham, and

Sheffield for printing pamphlets containing suggestions with regard to schemes.

specimens
schemes.

As specimens I will mention a scheme received from the boys' department of a country school near Barnsley, and also a detailed scheme of English received from a school in the borough of Rotherham.

Both these schemes provide for hearing, a provision not superfluous, and for speaking. The Rotherham scheme places writing before reading, and justly, for in the order of discovery of these two arts, writing is first. In both schemes the lowest class learns self-expression in writing, so that the scholar realises why he learns to write. The use of a dictionary is provided for, a most important matter, for the scholar thus learns to find things out for himself. The rural school does not overlook the indexed atlas (again providing for self-help), nor the chronological chart, without which, in some form, history is an insecure possession.

pinions of
the head
teachers.

Does this freedom make the teacher's work pleasanter and more hopeful?

Here are answers of ten Sheffield head teachers to this question :—

Denominational :—

1. "Yes." 2. "Work harder but pleasanter." 3. "No perceptible change consequent upon Block Grant."

Board :—

4. "Yes." 5. "Yes—decidedly pleasanter." 6. "Yes, decidedly." 7. "Emphatically yes! There is less forcing and more encouragement." 8. "Should say, yes." 9. "I think so. As far as board teachers are concerned the School Board practically settles the curriculum." 10. "Yes."

Another (board) head teacher says of freedom of curriculum :—

"I have always felt, and it is an increasing factor in my own school life and my school management, that it entails a much greater responsibility on the head teacher and comparatively also upon his staff. It gives a greater responsibility and a freedom I have always advocated and desired."

Number 8 of the above-quoted teachers says :—

"In my opinion the work of the schoolmaster has been rendered heavier and more responsible, since the testing and record of each scholar's progress at regular periods is placed in his hands."

This suggests that examinations on the head teacher's part may be too frequent.

No. 2 :—

"Head teacher's work much harder, but on a better system. He and children are happier and more natural."

A board school teacher :—

"The introduction of the Block Grant has made little or no difference to me in the working of this school."

Another head teacher :—

"So far as the work in a board school is concerned, I see no appreciable difference since the 'freeing of the school curriculum under the Block Grant.' I believe that the more intelligent methods of teaching now gaining ground in schools will make school life more attractive and will, I hope, lead to the scholars leaving school being more wishful to attend continuation schools."

A denominational head teacher :—

"I believe that the work of *all teachers* is increased, and testify that all grades of teachers under me like the working of the system."

Another :—

"The head teacher in arranging the work of the school now considers what subjects are most likely to benefit the children in his particular district, and not what will bring in the most 'grant.'"

ENGLISH, ETC.

Perhaps the most important consequence of the increased freedom Composition has been the descent to the lower parts of schools of *self-expression* in writing ("composition" it may for convenience be called).

Mr. Whitmell :—

"Composition is now much better taught, and many teachers wisely arrange that it shall form part of the work of every class. It is difficult to over-rate the importance of teaching children to express themselves clearly and simply in writing.

"The old plan of immediately reproducing a story read aloud by the teacher too often leads to an exercise of memory only, and quite fails to develop original thought and expression."

Mr. Cornish finds that in many schools the formation of sentences in writing is begun in Standard II., or even in Standard I., and is found not to press the children unduly.

Mr. Turner :—

"There is a growing and, I think, a commendable tendency to introduce written composition in the lower, and even the lowest classes."

Mr. Howard :—

"Composition has improved all round. The children appear to enjoy writing descriptions of objects discussed in object lessons, and the 'reproduction of a story' is dying out."

Dr. G. F. Smith (Sheffield Staff) :—

"At no period during my eighteen years' connection with the Sheffield district was composition so well done as it is now. The older Codes required

It is (I think) a mistake for the higher classes to use slates until new work can be done neatly. This prevents the inspector from gauging progress."

Mr. Jarman (Sunderland Staff) :—

"The use of slates in upper standards dies a very hard death. They are often used so that H.M.I. may have no evidence to go upon."

Mr. Leaf :—

"It is to be wished that slates could be abolished from elementary schools. Even under the most careful teachers their use is apt to be attended by circumstances which are always insalubrious and frequently revolting. Besides, the use of paper would be a far better training in habitual accuracy."

In order to induce people to adopt paper instead of slates, it is desirable to give them information as to the cost of the change. But if the London School Board has done away with children's slates, the required information should be easy to obtain. Two difficulties may be mentioned: the trouble of sharpening pencils, and the possible lack of sufficient desks. The first difficulty may be met by using a machine, which costs 21s. The lack of sufficient desks ought not to exist, even if slates are used. The practice of writing on a slate supported only by the writer is not one to be encouraged.

Mr. Ward :—

Reading.
Durham
District.

"The power to read so as to get at the sense of a passage appears to be increasing, though without prolonged investigation it is not easy to be certain. . . . The relative values of the power to read aloud and the power to read in order to learn require adjusting. There may be many educated adults who would fail in a reading test, but who can rapidly get at the heart of a paragraph or a book."

Mr. Leaf says that the teaching of reading :—

Darlington
District.

"is no longer confined to the elocutionary side, but an attempt is being made to train the children to read so as to acquire and use information. There seems to be no reason why so-called 'silent' reading should not be practised from the very first. Children who can read at all can hardly begin too early to read with the definite object of 'getting to know' and using their knowledge. This principle is, in fact, beginning to be recognised. . . . It is occasionally found that the amount of work set is not judiciously apportioned to the time to be employed, and that the children's reading is not tested thoroughly enough, or is tested before it has had time to be assimilated, with little better result than verbal reproduction of the book. It is particularly undesirable to allow children to do composition immediately after having read about the subject on which they are to write."

And possibly it is not very desirable that they should do composition immediately after receiving instruction on the subject-matter.

Mr. Whitmell says of reading :—

Leeds
District.

"This is reasonably good. But I should like to see that some of the books used are really good literature, and not merely geographical, historical, or scientific 'readers.' In some schools there is a danger of the literary 'reader' being somewhat neglected."

Mr. Wilson :—

"There are schools where the teachers would rather find a mistake in working a sum than see a blot on the page. Neatness of work is desirable ; but accuracy is essential.

"Again, drawing is taught to boys in all schools ; yet when the same boys are working sums in their exercise books, they often seem unable to draw any line, however short, without wasting time by using rulers.

"In examinations of teachers many of the candidates try to make their work look pretty by using rulers and red ink freely. Of course no additional credit is ever given for this, and the time spent on it is wasted."

There is a tendency in our elementary education to value neatness more than rightness, as though the rule were, "Be neat first, right afterwards." Among the causes of this tendency may be the fear of the employer of labour, who likes to have his books kept neatly. Another cause may be the over-practice in time past of dictation, and the counting of corrections as errors (as now is the case in the King's Scholarship Examination). I would suggest that an experiment like the following be tried in the upper part of a few average schools. Write on the blackboard :—

The capital of England is York.

The capital of England is (York) London.

The capital of England is ~~York~~ London.

Say :—"Suppose that these three sentences were written by three children in answer to the question 'What city is the capital of England?' Of these three answers which is the best?"

I am afraid that, if the votes are counted, the third answer, though it is the only right one, will not win.

Another experiment might be made with the question, "Which is the worse fault, a mistake left unaltered or a blot?" or with the sentences "2 and 2 are 5," "2 and 2 are (5) 4," "2 and 2 are ~~5~~ 4."

The tyranny of neatness is a great impediment to arithmetic. Neatness, however, has its place. Just as mending is a part of needlework, so the neat correction of mistakes is a part of penmanship.

The institution of a good leaving certificate examination might do much to put neatness, most valuable in its proper place, in that proper place. A remedy.

The use of squared paper for arithmetic, obscuring the view of the sum, and the use, in writing, of the *third* line, a line crossing the body of each small letter, so that the view of the letter is needlessly obscured, are other signs of the over-estimation of appearances. Squared paper.
 Against this third line there is the further objection that it implies that an initial or final upstroke has one fixed place of commencement, so that the accidental stroke, which should be made for the *writer's* benefit, is mistaken for an essential part of the letter. The third line.

Mr. Whitnell :—

"In the best schools practically all the written work is done on paper. Paper or slates?

1. I think a manager is a person who is responsible for the work of others and for the success or failure of the organization.

Mr. Justice: Subsequent to —

The use of force is not necessary. They are not the only way to get things done.

Mr. Low: --

It is to be noted that the school is attended by circumstances which are not relevant. Besides, the use of such a method is not accurate.

In order to induce better handwriting habits in the child, it is desirable to give them information as to the way of the change. But if the London School Board has been very wise children's states the required information should be set in a form. Two difficulties may be mentioned. The number of writing pencils and the possible lack of sufficient space. If the difficulty may be met by using a machine which gives the child the sufficient space and to exist over a series of lines. The practice of writing in a single horizontal line by the child is not one to be encouraged.

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The power to read so as to get at the sense of a passage appears to be essentially innate, without procedure, investigation or training, only to be exercised. The relative values of the power to read aloud and the power to read to learn require adjusting. There may be many educated who would fail in a reading test, but who are actually getting at the heart of a passage or a book.

As you see that the teaching of reading -

... directed to the elementary side, but as a strategy is being developed, the children to read so as to acquire and be informed, and to reason why so-called "studies" reading should not be done for the very first. Children who can read at all can hardly be expected to read with the definite object of "getting to know" and "understanding." This principle is, in fact, beginning to be recognized. ... that the amount of work set is not judiciously appropriate to the time employed, and that the children's reading is not completed, or is tested before it has had time to be assimilated, and that their verbal reproduction of the book. It is particularly important to allow children to do composition immediately after reading their material on the subject on which they are to write."

And possibly it would not be desirable that they should do composition independently after receiving instruction on the subject-matter.

M. Whitwell says of reading: --

(1) This is a reasonable goal but I should like to see that some of the books
 (2) are not just geographical, historical, and not merely geographical, historical,
 in content. In some schools there is a danger of the literary
 (3) being just what they

Mr. Cornish :—

"The reading lesson still continues to be an exercise in artificial and not Wakefield always appropriate declamation. One also still hears children reading District. 'Harry went into page 51 the garden,' with somewhat grotesque effect. . . . Silent reading is seldom given, and where given is seldom really silent. . . . Continuous readers, such as abridged editions of 'Ivanhoe' and 'David Copperfield,' are being introduced and should have a good influence."

Mr. Howard finds geography and history frequently provided for York by studying the contents of geography and history readers, with District. oral exposition. Though there are thus more reading lessons, it is doubtful whether there is more practice in reading aloud individually.

"Greater care is needed in the selection of reading books, especially for small schools, where the first class is composed of all children above Standard III. The geography and history readers used for study and silent reading are sometimes far too difficult for these purposes. A child in Standard IV. cannot be expected to benefit by studying alone a book hard enough for Standard VI.

"Nevertheless, reading has in many ways improved."

Mr. Harrison (Sheffield Staff) :—

"In the reading lesson there is a growing tendency to recognise the desir- Sheffield ability of training children to read so that they may know what they read District. about, to teach them to understand what the book is telling them and gather for their own use the substance of the passage read."

In a country school, Mr. Taylor (Sheffield Staff) lately gave each child in Standard III. a new page of history for study.

"I told them I should return in a quarter of an hour and expect each child to reproduce from memory in short sentences the substance of the chapter read. Each according to the measure of his intelligence satisfied my quest; and I could not help thinking that, ten years ago, what I desired the children to do would have been considered a cruel exaction."

It may be well to ask whether we do not attach too great a value Have we too to the mere *number* of reading-books. A shepherd boy, who died many reading-books? in 1775 as Librarian of the Imperial Library at Vienna, taught himself to read by means of a printed copy of the Lord's Prayer. He analysed and compared, and arrived at the phonic meaning of the symbols. Would not a single reading sheet, properly chosen, contain enough to teach the mechanical art of reading? It would not take many "normal words" to exhaust the sounds of the English language, though no one seems to produce a book applying a normal-word method to English.

Again, would not one good book of selections from the verse and prose of first-rate authors suffice, if properly used, for Standards III. to VII., so far as the mere art of reading aloud is concerned, not to mention the advantage of making such a book the foundation of composition and recitation?

Mr. Thackray (York Staff) :—

"If the children were allowed to take their reading-books home, some of Books at the mechanical difficulties would be more readily overcome." home.

There is much to be said for requiring that at least some reading and text books be provided by the parents. The scholar might learn to take a pride in the care of his own property, and might teach himself out of school. Moreover, his family might give him help if they could see his book, and could take more interest in his school work. And the school might with less difficulty be furnished with the necessary text-books.

Even if the school supplies the book, it is well to allot to each child a book, to be his while he remains in the class.

Mr. Harrison (Sheffield Staff) :—

" If parents could be induced, and in these days of free schools and cheap publications it does not seem that it would be a heavy tax, to provide the scholars in Standards IV. to VII. with an atlas, a dictionary, and a few simple text-books, it would not only tend to promote a sound method of instruction and the formation of valuable habits, but the books as the possession of the scholar would form the nucleus of his library, limited though it might be, and enable him at any time to recall what he had forgotten, or even to carry on the study of the subjects which most interested him."

Does the
scholar
learn to love
reading?
Halifax
District.

Mr. Dunn (Halifax Staff) made inquiries at seven evening schools in the boroughs of Halifax and Huddersfield to ascertain what proportion of the students borrowed books from any library.

" In six of the schools, out of 375 students 39 only were in the habit of borrowing books from a library. In the seventh school, situated in a somewhat better neighbourhood in Halifax, 55 students out of 142 made use of a library."

But, on the other hand, Mr. Turner says :—

The Free
Library.

" At some schools, certainly, where there is a good library on the premises, or where the scholars have easy access to a free library, all is done that is possible to encourage a love of good reading. The teachers take a pleasure in recommending books to the boys and girls, and in ascertaining whether the books have been read with pleasure and profit. Occasionally a catalogue of the ' children's books ' in the Free Library is kept at the school, and the teachers direct their scholars' attention to suitable books and keep a list of what each boy or girl reads.

" Some of the Halifax board schools are used as distributing centres for the Borough Free Library. Mr. Gibson, the headmaster of Warley Road Boys' School, Halifax, has kindly supplied me with the following account of the use of the branch of the Free Library which is kept at his school :—

" The library is open to all children in the school above Standard II. Fifty per cent. of the boys in Standards IV. to VII. regularly take books from the library. On the average, 130 books are exchanged each week. (The average attendance at the school is nearly 300.) Every Friday, when the boys assemble in the morning, the books are collected by the monitor of each class. Each boy has previously entered on a slip of paper the names of several books he wishes to read. The books are exchanged during the morning, and placed on the class teacher's desk. At the close of the school-meeting they are handed to the boys. The work of the class is not interfered with by either collection or distribution. Each teacher is requested to

take an interest in the selection of books by the boys in his class, and occasionally to spend a few minutes in describing and recommending suitable books to them.

"The Free Library Committee of the Town Council provides bookcases, and pays a librarian (one of the school staff) the sum of £6 per annum for attending on one evening per week to accommodate the general ratepayers.

"In the first place 400 books were supplied. These were selected by the borough librarian. At the end of each half-year, 50 of the least desirable or most dilapidated are returned to the central library, and are replaced by 50 others, as far as possible selected from a list furnished by the school staff. (I ask each teacher for suggestions.)"

"The plan of distributing part of the Free Library of the borough or town among the public elementary schools might be followed with great advantage in other places. The books would be utilised to their full extent, and there would be less likelihood of congestion of either boys or books at the central libraries.

"Institutes and schools in villages where there is no public library might perhaps avail themselves more frequently of the advantages offered by the 'Yorkshire Village Library.' This institution, which has its central offices at 13, Victoria Chambers, Leeds, will supply 200 volumes (50 volumes renewed quarterly) for an annual subscription of one guinea."

Mr. Sinclair, of the Netherthorpe Board School, Sheffield, has devised a scheme for leading boys to become habitual users of the Free Library.

These are features of the scheme :—

1. Books to be lent in the ordinary way to specially recommended boys.
2. Lessons to be given on different kinds of books (*e.g.*, tales, biographies, etc.), on authors, on the care of books, and the use of catalogues
3. In addition to the ordinary library ticket, the scholar is to have a special ticket; and there is a librarian's form for reporting to the head teacher the ill-treatment of books.
4. Boys who show that they can take proper care of books are to be allowed to continue borrowing after they have left school.

Apart from educational value, the scheme may have the merit of economy, as it is an expensive undertaking to keep each school supplied with a library of its own. Indeed, a circumstance which has had something to do with the origin of the scheme is the wearing out of books in the present school library.

Mr. Sinclair says :—

"I have for years regretted that such a small proportion of the children who pass through our schools take advantage of the almost unlimited facilities for good reading that are now within reach of even the poorest."

(Compare the above quotation from Mr. Dunn.)

"Though apparently small, I consider it an important part of the scheme

that the boys should go to the library and borrow books with their own tickets in the ordinary way. Once get them into the habit of doing this, and there is good reason to hope that they will continue to do so.

The problem to be solved. "Our children leave school at an age when it is almost impossible for them to enjoy one of our standard authors at home without assistance. How then can we get them to turn to such writers when they become old enough to be capable of enjoying them? This is the problem we have to solve."

Boys must have boys' books, but they must learn that

"the man who fails to get beyond this sort of mind-food remains a baby so far as his intellectual development is concerned."

Note-books. Each boy is to have a note-book and enter therein a classified list of books to be read, and a record of books read.

Books at home. "I am endeavouring to get the boys to feel that every man ought to have a little library of his own, and that they should begin at once to make a small collection of books and keep them as carefully as possible."

(See Mr. Harrison's remarks, above.)

An urgent duty. As the power to read becomes more and more widely spread, the necessity for guidance in choosing *what* to read becomes more and more urgent.

Dr. Smith (Sheffield Staff):—

"There is the very serious responsibility resting upon the teacher of endeavouring to direct his pupils' reading into the right channels. There is no denying the fact that this is the day of reading cheap, trashy literature." "The Hooliganism in our large towns is, I believe, due largely to the fact that what is read is what ought not to be read. I am glad some teachers are taking steps to remedy this growing and pernicious practice."

Recitation. Mr. Northrop says of recitation:—

Neglect of individual work. "It would be well if the practice of committing to memory were converted into a home lesson. . . . The practice of learning poetry by continuous simultaneous repetition tends to weaken both the power of attention and of memory."

Mr. Carter (Bradford Staff):—

"Even recitation is taught orally, and the opportunity of learning by heart individually is missed."

Lack of copies of the piece is no excuse for this neglect of individual memory work, for children could transcribe from a black-board.

Mr. Foster:—

Prose recitation. "It seems a pity that prose extracts from recognised authors are not more generally committed to memory in addition to the usual lines of poetry, for it is admitted that only by careful practice and constant attention to good models can composition be effectively taught."

Mr. Leaf:—

"The quantity of poetry learnt in schools is no longer determined by the traditional minimum of former Codes. But the selection of pieces, both in point of variety and of poetic or ethical value, leaves much to be desired."

Character of pieces.

Mr. Whitmell:—

"A much larger variety of pieces is now learnt, but the selection of them often leaves much to be desired."

Value of recitation.

"I endeavour to get at least two lessons a week for this humanising and elevating subject."

Not everyone is a judge of poetry, but the difficulty of selection may be lessened, even to one who is no safe judge, by attention to these two points:—1. Choose nothing except from a recognised classic author, or from a collection known to be good. 2. In the lower classes prefer poems of an objective character, so that black-board drawing may be available for illustration.

Simple rules of selection.

ARITHMETIC.

In arithmetic Mr. Northrop finds both an improvement and a falling-off. An improvement in such cases as this:—

Northumberland.

"Short methods are taught, so are different ways of working the same problem, and cancelling so as to simplify and shorten working. The result is general interest and pleasure, and a feeling of progress throughout the class."

A falling-off in another kind of school:—

"The class is shown *how*, not, *why* it can work a certain rule; all the rules in the standard are dealt with in this way as quickly as possible, and the remainder of the school year is devoted to working from test-cards or from the black-board, never more than four sums, with the result that the quick children can soon play one half of the time allotted to the exercise. . . . Mental arithmetic is shunned as much as possible."

Mr. Ward:—

"Much more intelligently taught than it was." "In one school the problems the boys work" [in mensuration] "are of dimensions of actual paper triangles and rectangles, and actual arcs of circles of paper and actual bits of copper wire. The boys go out in couples, one with slate and the other with measuring tape, and measure up the yard, buildings, offices, cloak-rooms, etc., and calculate the area of given portions of the same. It is very pleasant to see the unaffected and businesslike way in which they set to work."

Durham District. Practical work.

Mr. Leaf:—

"This subject may suffer from being over-taught. . . . Five hours per week should surely be a maximum."

Darlington District.

Mr. Howard:—

"There is an impression that arithmetic is less accurate than it was."

York District.

Mr. Howard also says:—

"Before examinations by H.M.I.'s were abolished, many children were kept doing the same sort of thing day by day for weeks and even months before an examination. Until the inspector had visited the school it was a financial risk to promote a child."

Is there a loss of accuracy?

"When we inspect the teaching of arithmetic now, we see what the children are actually trying to do, not what they could have done long ago, and in these circumstances we ought to expect more errors than formerly.

"At visits of inspection paid early in the educational year, it would be unreasonable to expect great accuracy, but at a second visit later on there should be evidence of progress, and I record with pleasure that the improvement noted is often highly satisfactory."

Leeds
District.

Mr. Whitmell says of arithmetic:—

"This is well done, but there is still room for more rational schemes. . . It would be well to introduce decimals earlier. The working is often unnecessarily slow, efficiency being sacrificed to neatness."

Wakefield
District.
An instance
of a good
method.

Mr. Cornish:—

"A teacher of a lower standard, having written a problem on the board, asked, 'Who can make up a little sum like that?' Many of the children were ready with a similar sum involving small numbers, which was worked mentally, and thus they arrived of themselves at the correct method. But this sort of thing is the exception. . . ."

Scribbling
books.

"I am glad to see that some schools are employing scribbling books and lead pencils for rapid work."

Hull
District.
Bad style.

Mr. Monro:—

"Examination of the exercise books of scholars in Standards V. to VII. too often reveals a mass of figures, but no words of explanation.

Decimals.

"Rarely are decimals thoroughly appreciated and properly applied to the working of sums, even by the junior teachers."

Halifax
District.
Scheme B.

Mr. Turner:—

"The use of Scheme B is slowly, too slowly, extending."

Sheffield
District.

Dr. Smith (Sheffield Staff):—

"Arithmetic is better taught, but is less accurate than formerly. . . . There is a very palpable lack of rapidity in working. I think the working of sums in exercise books for show at the inspector's visit has something to do with this. There is a striving after too much neatness, even to the absurd use of the ruler in drawing the line separating the numerator of a fraction from the denominator. . . . Many easy calculations which could be done mentally, and which are quite unnecessary for following the working of the sum, appear on the paper."

Perhaps there would be more accuracy if children knew some simple ways of testing their work.

Mr. Harrison (Sheffield Staff):—

Examina-
tion instead
of teaching.

"In arithmetic the effect of the annual examination on the method of teaching is still strikingly apparent. The test card method still generally prevails after the first few months of the year, during which the bare rules are taught. If the cards are not actually given out, the blackboard follows the same plan:—Three plain sums, each of a different rule, and the fourth a so-called problem. Is it to be wondered at that the power to apply the rules of arithmetic in combination is seldom conspicuous?"

"To teach a child to work a given rule is one thing, to teach him to know when to use it is quite another, and the difference is not sufficiently recognised.

"It is rare to find any use made of a measuring-tape, scales and weights, or measures. Cardboard coins are to be found in a number of schools, but generally kept in such confusion that their use makes too great a demand on the teacher's time. Neglect of the means of realising."

"The experimental working out of problems, and verification by calculation occasionally throughout the year, would well repay the time it occupied."

Mr. Bell (Ripon, Staff):—

"In many schools it is the rule that, in working a sum, all operations not performed mentally must be shown upon the slate or paper, and the children are trained to do as much as possible of their arithmetic mentally, always showing, of course, sufficient working to make the sum intelligible."

"A curious objection is sometimes raised against the practice of thus showing the working together with the completed example—'it makes the books look untidy.' The idol."

OBJECT LESSONS—NATURE STUDY.

Mr. Northrop:—

"The difference between efficient and inefficient teaching (in elementary science and object lessons) lies in the amount of time and thought given to the preparation of the lesson, and no young teacher ought, on any account, to be allowed to attempt to give one without previously producing evidence that it has been thoroughly thought out and prepared for." Northumberland. Necessity for preparation of lessons.

Mr. Foster:—

"Object lessons are indifferently prepared, adequate illustrations are seldom provided, and much time is wasted in pointing out what the children should discover for themselves, and in calling attention to the obvious. There is, however, one striking improvement. Nothing is more remarkable than the increasing ability of the teacher to illustrate his lesson by blackboard sketches. I hope before long to see the children encouraged to make similar sketches for themselves from the actual object." Sunderland District. Drawing.

Mr. Leaf:—

"Object lessons are disappointing, both in subject and treatment." "The great defect is that children are not allowed to say enough, see enough, and do enough themselves. . . . Cases where the children are allowed to ask questions either of the teacher or of each other are of the utmost rarity." Children a mere audience.

Mr. Leaf refers to the size of some of the classes.

"It is no mean feat to keep a class of some 60 or more children in even superficial order, to say nothing of securing that each child shall take an active part in the work of the lesson." Large classes.

In determining how large a class can safely be, an important point is this. A class is too large if, supposing that the children are duly trained to speak clearly, the answers of individual children are not heard by the whole class. In such cases an individual voice might be duplicated by a neighbour's voice.

Mr. Howard:—

"Some teachers have aroused so much interest in nature and the surroundings of the school that no difficulty is experienced in securing attendance." York District.

Instruction "Facilities and assistance are at present needed for rural teachers to attend for teachers, suitable classes. Even if fees for tuition are merely nominal, the travelling expenses are serious for a teacher who has a small salary."

Bradford District. Worthy indeed of our respect is the teacher who acts like the examples quoted by Mr. Fear (late of the Bradford Staff). The Instances of earnestness of teachers. West Riding County Council, the Bradford School Board, and the local branch of the Fröbel Society have organised classes for teachers.

"Many of the rural teachers, to their great credit, devote the whole of their Saturdays to increasing their store of knowledge by attending at great personal inconvenience these classes held by the County Council. Three instances may be specially referred to:—Mr. A., a certificated teacher nearly 60 years of age, residing three miles from a station and 20 miles from the class centre, attended regularly, through three or four successive winters, Saturday classes in nature study and elementary agriculture. He had to leave home very early and to walk to and from the station. Mr. B., a certificated teacher, resides three miles from a station and 64 miles from the class centre. He attended an all-day course in botany and horticulture regularly from October to June. He left home at 7 a.m., walked to and from the station, and returned at 8 p.m. Mr. C. attended regularly the same course. He is a middle-aged certificated teacher, and resided 70 miles from the college. Owing to inconvenience of train service, he had to leave home at 4.30 p.m. on Friday and returned at 7 p.m. Saturdays.

"Quite a large proportion of the certificated teachers of Keighley have attended County Council courses at Leeds.

"In Bradford many of the teachers, and especially infant teachers, have qualified themselves by attending the lectures available. As a result of this, nature study is systematically taught in many of the infant schools in Bradford, and in some of the schools for elder scholars.

The school walk. "The school walk is a recognised part of the nature study curriculum in several schools."

Mr. Whitmell:—

Leeds. "The local branch of the N.U.T. originated in 1901 a scheme for encouraging scholars in Leeds to take an interest in the museum of the Philosophical and Literary Society.

"The scheme has been a conspicuous success. Mr. Crowther, Curator of the Museum, undertook to give each week a lecture (with lantern illustrations) to an audience of some 360 children in charge of their teachers. After the lecture the children are conducted round the museum. In school the children write an account of their visit. The results are most gratifying, and the children have been aroused to take a genuine interest in nature studies.

"The scheme owes its success, in the first place, to the fact that it originated with the teachers, and, in the second, to the unselfish enthusiasm of Mr. Crowther, who spares no pains to make the children's visits both profitable and pleasurable."

Mr. Whitmell suggests that a school might make a collection of common and of local rocks.

Is universal plant-collecting desirable? If all our school children become collectors of plants, will there not be some danger that much beauty will be exterminated? Mr. Snelgrove, a school-master in the Sheffield district, who is also a student of botany, says:—

"If nature study is rushed into schools before a proper feeling is developed there is some danger of indiscriminate collection. But (1) town schools could never do much in this way, at any rate in proportion to their numbers ;

(2) the flowers most useful for lessons are of the most common kinds—buttercups, charlock, dandelions, thistles, coltsfoot, and so on. . . Enormous quantities of bluebells, buttercups, and ox-eye daisies are now gathered, and there seems no diminution in the supply; in fact, probably more are wantonly gathered and thrown away in every district than would supply all the school children with what they need. And if nature study is what it should be, a love of the plants should be fostered. I have always found my boys who have had botany lessons much more thoughtful about plants and flowers than those who have had no such lessons.

"I do not think it is at all necessary that children should make collections unless it is of a limited number of specified types. . . It seems to me the study is made more effective (1) by drawing and colour-work as a means of recording observations, (2) by keeping records of what is seen actually growing. With regard to (1), gathered specimens are needed, but it is surprising how far these go when properly used.

"In country schools it seems to me a most admirable plan would be to group the children who have had some reasonable amount of teaching, in twos or threes, and assign to each group a certain portion of hedge-bank or roadside for a year's observation and record. Perhaps 50 or 100 yards would be sufficient for each. . . Difficulties would be solved by the teacher walking along occasionally with one or other group, or by allowing a single specimen of any puzzling plant to be brought for identification. Others would eagerly seek to know what was being told to their fellows."

A good method

Mr. Snelgrove says that "herbaceous perennials are actually improved as plants by having their flowers plucked."

Still, when a wayside flower is plucked from the place which it adorns there is a loss.

GEOGRAPHY AND HISTORY.

Mr. Whitmell says of geography:—

"This is well taught. I have strongly advocated the use of large scale Ordnance maps for local geography. . . It is a very common fault for the teacher of Standard I. to begin by using a map or plan in the vertical, instead of in the horizontal, plane."

Leeds District. Practical hints.

Mr. Ward:—

"Neither in the junior nor in the senior sections of the schools is full advantage taken of the magnificent illustrations of inland geography which the configuration of the County of Durham affords. There are hardly any class excursions; even to the verge of the playground, when this offers, as it often does, a fine view of valley and hill."

Durham District. Neglect of means.

Mr. Monro:—

"Models for the teaching of definitions are the rule, and are often made by the teacher, but the globe, compass, magnet, and plan of the neighbourhood should still be brought into requisition. The geography of England usually assigned to Standard III., is not by any means so well known as formerly."

Hull District.

I would suggest that the cardinal points might be used in drill. "To the North! Turn!" would help to make an English boy as much at home as a Scotsman with his directions, and would dissipate the notion (wherever it lurks) that the North is up in the air. The suggestion applies to indoor work also. A pencil can be laid on the desk, pointing northwards. B can take his place on the south side of A; and so on. Slight as this may seem, it would help to widen the horizon.

Cardinal points.

Mr. Wilson :—

Ripon
District.

"History reading books are, as a rule, graduated in difficulty, beginning with the ancient Britons for Standard II. or Standard III., and ending with the nineteenth century for Standard VI. or Standard VII.

History
reading-
books.

"In small country schools the upper group includes Standard IV., and in many cases Standard III. also; thus books in simple language must be used, and on this account the teachers were continually harking back to Julius Cæsar in the schemes proposed to me for approval. The evil is now to some extent remedied by recent books; but a history of the last century in language simple enough for Standard III. would be a boon in small schools."

Mr. Northrop says of history :—

Northum-
berland.

"This is now one of the most interesting subjects. . . . Some of the history readers are delightful for children. A few are full of difficult words and involved sentences, and the charm of the lesson is lost to a child in the load of explanation necessary."

Sunderland
District.
Anniver-
saries.

Mr. Foster suggests that the anniversaries of great historical events should not pass unnoticed.

Mr. Leaf :—

Darlington
District.

The "con-
centric"
method.
A wider
history.

"The reading books are usually made the basis of the course, and the 'concentric' system is generally adopted. To name only two points, the possibilities of comparison, and the interest added to geography etc., this system has obvious advantages, though the more detailed study of special periods, or, better still, an outline of the history of Europe may with advantage be taken in the upper classes."

The last suggestion seems of great value. Indeed, there might even be a glimpse of Greece and Rome.

Children
should make
their own
charts, etc.

"It is to be wished that the scholars formed their own epitomes and chronological and other charts, instead of taking them ready-made from the appendices of their reading-books."

Each older scholar should do this work for himself.

Mr. Monro :—

Hull
District.

"The use of the reading-books is wisely regarded as supplementary to the oral lessons."

Mr. Cape, Junior Inspector in the Wakefield District :—

Wakefield
District.

History or
reading?

"In my limited experience of the district, history is the most interesting subject both to teachers and children." . . . "I have sometimes been puzzled, in schools where history is taught through a reading-book, to discover without reference to the time-table whether a lesson was one in history or in reading, lessons marked on the time-table as reading being overburdened with questions on the historical subject-matter, and lessons marked as history being taken up with the correction of faults of phrasing."

Mr. Thackray (York Staff) says of geography and history :—

York
District.
Children
inactive.

"The children are attentive and interested while their teachers are talking to them; but, except in the best schools, very little of the information is returned to the teacher; the children appear to remember scarcely anything. One head teacher's view is that it is not necessary that the children should be able to answer questions on these subjects nowadays."

Taking
notes.

Better than this lecturing into space would be the following exercise. Let the scholars quietly read a page or two, taking notes

of a prescribed total length. Then let them answer questions orally with the help of these notes.

MUSIC.

Mr. Turner :—

"Singing by note is generally good ; in a few schools, where special attention is given to voice-training, it is of conspicuous excellence." Halifax District.

Mr. Leaf :—

"One of the most unsatisfactory points in connection with singing is the trashy and commonplace character of the songs learnt, which are usually devoid of the slightest ethical or æsthetic distinction. We suffer greatly in this country for want of a common body of folk-song, such as plays an important part in the musical education of Germany." Darlington District.
Character of songs.

Mr. Morgan (Sheffield Staff) :—

"Although some excellent work is done, the teachers often seem to be content with a bare minimum, and to be disposed to regard music as an unimportant subject. In the largest school in Sheffield only one half-hour per week is set apart for it in the time table. . . . In the songs it is not uncommon to find the soprano and alto parts taken just as they stand from a part-song arranged for S.A.T.B., and presented as a duet. . . . I have also heard in a school where the quality of the singing is supposed to be above the average, a part-song arranged for S.A.T.B. sung in these four parts by the children, the result being that the voices became so intermixed as to be painful to listen to." Sheffield District.

"The new Schedule of Music should be a most useful guide to a much higher level of proficiency than generally obtains in the schools."

DRAWING.

Captain F. D. Walker reports that at certain schools "some splendid and artistic work is in progress." The new syllabus.

"The new elementary syllabus has, I think, been received with general favour, but as yet I have had little opportunity of seeing it at work."

Captain Walker mentions, as difficulties in the way of taking the full course in ordinary schools, lack of staff, and insufficient desk-room.

"'Model' is still *the* weak subject."

Model drawing.
Slates or paper?

In Standard I. slates are reported to be disappearing very gradually in favour of paper.

"Generally the drawing is made very much more interesting nowadays ; but care must be taken lest it become *too* recreative. . . . Attention is required as to the attitude of scholars at work, and the way pencils are held ; also as to the space the scholars *must* have as a minimum." Recreative drawing.
Attitude.
Space for work.

Captain Walker would advise withholding a portion of the class from the lesson, rather than attempting it under the crowded conditions he has seen.

"I might mention the application of drawing in teaching and in comprehension of other subjects. I have seen it applied in a gardening lesson." Drawing applied.

"Girls are taking drawing rather more than formerly. Towns vary very considerably in this respect." Girls' drawing.

Boys should depend on their own dexterity. Mr. Neville finds too much ready-sawn wood, too little sharpening of tools by the boys, too much illegitimate use of file and sand-paper. He recommends single-cut files (not rasps or double-cut files), and the finer kinds of sandpaper.

"The manual dexterity exercised in using the knife, plane, chisel, spoke-shave, and gouge should be such as to reduce the subsequent use of file and sand-paper to a minimum."

Note-books. "Note-books form a valuable feature of the instruction."

NEEDLEWORK.

Mr. Whitnell says of needlework :—

Leeds District. "This is sensibly taught, and the results are very creditable. I am glad to say that less time is now given to this subject, which used to receive more than was necessary."

Halifax District. Mr. Turner points out that some schools give only 2 or 2½ hours (weekly) to needlework, but produce better results than others that give 3½ or 4 hours.

Long lessons. "The lessons are often too long. Lessons of one hour in infant schools and of 1½ or 2 hours in upper schools, are not uncommon."

Sight. The Medical Officer of the Halifax Board found that among a considerable number of children about 58 per cent of the boys and 40 per cent of the girls had good vision in both eyes. 3 per cent of the boys and 5 per cent of the girls had very bad vision.

No reason for this difference has been suggested, except the possible strain due to needlework. But Mr. Turner says that, in Halifax, the lessons are not commonly of the extreme length mentioned above.

Something may, however, depend on attitude. It is only too possible to sew with the eyes dangerously near the work.

"At Queensbury National School, where the needlework is very good, daily lessons of 35 minutes each are taken."

The sewing-machine. Some schools in the Halifax district take needlework twice in the same day. At one school a machine is used. Thus, it is claimed, there is more time for mending, cutting-out, and fixing. At one infant school the mistress thinks hemming unsuitable for very young children, and does not introduce it until a short time before promotion to the girls' department (which is also under her care). This teacher holds, probably rightly, that the girls can easily acquire the necessary facility after they have ceased to be 'infants.' There is no doubt that employments which call for freer and larger movements than needle-drill and hemming are more suitable for very young children.

Hand drill. Perhaps, if physical training included a few seconds per day of exercises for the *hand*, needlework would be assisted indirectly (as well as drawing and handwriting). One valuable practice is, to spread out the thumb and fingers as widely as possible and suddenly throw the fingers into the palm of the hand.

by a sufficiently qualified teacher. Teachers, however, explain too exhaustively.

"Few teachers now affirm that it is educationally sound to practise abstract Objects and exercises, such as planing, sawing, notching, trenching, or making joints, exercises apart from their direct application to the construction of objects. None will deny that the pupils take far greater interest in making objects—however simple. The workers become absorbed; repeated absorption develops a habit of concentrated attention, and higher standards of accuracy and finish are reached."

Schemes of work are more carefully thought out. But there is Schemes. some tendency to be too covetous of *speed in production of work*, Too much haste to produce. and where this is the case certain operations, educationally valuable, have been eliminated by omitting or altering objects that require them.

"This practice is unsatisfactory, for it not only robs the object of its most useful and ornate form, but restricts the growth of dexterity and fails to foster that determination to overcome obstacles by painstaking and patient well-doing, so essential to the making of a man.

"Winding laths, the straight-edge and try-square, are used too soon and too often. They should be used as testing instruments to disclose errors which the eye and hand have been unable to discover by themselves.

"The too early introduction of the shooting-board fails to give scope for needful preliminary hand-training. Certain devices sometimes used for putting a bevel on a flat ruler, for making the ends of a round ruler, for moulding the cylindrical part of it, and for working the open gouging exercise in a pen-tray, do not facilitate the acquisition of dexterity."

Mr. Neville maintains that attractive specimens of parquetry-work—the admiration of visitors—may be produced in a way that has little or no educational value and is baneful to the character of the child.

He finds good spelling to be rare, and complains of such mistakes Spelling. as these:—Oke, beach, fur, popular, sickamore, cedar, fiber, leef, rosen; plain, sqare, tenant (or tenor) saw, iorn; peace, strait, groth, prissim or prison, serface.

On the important subject of self-expression:—

Language.

"Many instructors make praiseworthy attempts to improve the language of the boys by teaching them to express orally in simple and correct English the impressions received through their senses; in other words, the boys are taught to read aloud from *things*."

Managers are discovering that the instructor should be one who Selection of has made a special study of instruction. instructors.

"Many artisan instructors are beginning to recognise this fact."

"The early crude conceptions of the nature and value of Manual Instruc- Unsuitable tion led, unfortunately, to the adoption of unsuitable appliances, more apparatus, especially benches and vices."

These, too, being strong and somewhat costly, are not readily parted with.

"I am glad to report that single benches, each with a tail vice, a tool Single cupboard, and ten compartments, have been adopted in several centres. benches. Wherever used, they are valued because they economise time, improve discipline and the quality of the work, develop self-reliance, and afford opportunity for independent thought and responsibility."

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Infants.

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Mr. Leaf:—

Darlington
District.

"The amount of time taken up out of school hours by the assistant teachers and pupil teachers is often considerable. It seems a pity that simpler garments are not always chosen which could be dealt with entirely by each individual girl, no matter what standard she may be in." "One is struck by the incapacity of many of the girls to describe the reasons why certain stitches and methods are employed rather than others."

The lesson in needlework affords a chance of developing language. Language. To describe intelligibly and correctly a needlework process is no mean exercise.

Mr. Jarman (Sunderland Staff):—

"In girls' schools many girls are allowed to sew without thimbles." No thimble.

PHYSICAL EXERCISES.

Mr. Howard, referring to the introduction of the Model Course:—

"Everywhere there had been some form of drill, but it was of very varied character, often excellent . . . and occasionally useless. It was the past. seldom in the open air; generally the children stood in desks where the movements of the body were restricted, and in most cases the drill had some musical accompaniment."

It is clear that drill cannot be properly taught to a musical accompaniment, as the instructor must constantly pause to see that one drill movement is finished before another begins, and to correct any mistake.

"Much misunderstanding has been removed by the illustrations in the second edition" [of the Model Course].

"To meet the new requirements, the managers of some schools employed a Special local drill instructor, but here a new difficulty presented itself. These instructors did not always appear to be acquainted with the Model Course, or they introduced drills of their own without submitting any scheme for approval, and so exercises were taught which were useless to teachers and scholars moving elsewhere.

"The teachers have behaved admirably in the matter. They have shown Teachers' every desire to learn, and have made great sacrifices. Classes have been classes organised in

| | | |
|--------------------|-------|-------------------------|
| York, where | 253 | teachers have attended. |
| Scarborough, where | 165 | " " |
| Doncaster | " 172 | " " |
| Malton, | " 85 | " " |

675

Allowing 40 scholars for each teacher, this means that 27,000 children are reaping the benefit.

"Young and old, married and single, have submitted to instruction, and great praise is due to rural teachers, who have in many cases travelled long distances to attend classes held on Saturday mornings. . . . Drill is very popular with the children.

"The playground question has become serious. . . . In very small Playgrounds only a few children can be properly drilled at one time, and when grounds, they are spread out some of the unfortunate ones perform the breathing exercises close to the unhealthy atmosphere of the offices."

Mr. Howard points out the need, in cold weather, for choosing Drill in cold such open-air exercises as will keep the children in motion, and also weather.

- Effect of drill counter-acted. the possibility of counteracting the good effect of an hour's open-air drill by hours of bad posture at desks or by the unwholesome atmosphere of rooms (It will be well if drill leads to a desk reform.)
- Mr. Jarman (Sunderland Staff):—
 "In very many instances where drill is taught, slovenly habits of sitting, standing, and walking are allowed out of drill time. The good done by drill is undone when the writing lesson commences."
- Need of a central hall. Mr. Foster points out the importance of a good central hall.
 "Drill is often attempted in small overcrowded rooms, and in an atmosphere more or less vitiated."
 In such circumstances increased energy of respiration would seem to be not wholly an advantage.
- Mr. Leaf:—
 "In some of the older schools, often situated in just the localities where physical training would be of the greatest benefit, the available space, inside or outside, is quite inadequate, and there is often no possibility of securing any hall or open space within reasonable distance of the school. The children, too, may be imperfectly shod, improperly clothed, and underfed. In country schools the only playground may be the open street, and neither the public nor the teachers are as yet educated into indifference."
- Lookers-on. Mr. Wilson (Sunderland Staff):—
 "In places where the schools are surrounded by houses, the moment the children appear in the playground for drill, windows are thrown up, and the drill is executed under the critical gaze of many householders. Then is the time for the 'hooligans' to scale the walls and offer much unsolicited advice."
- Sheffield. One school under the Sheffield Board faces the public boldly by marching the upper boys abroad out of the premises. The master says:—
 "For military drill we take all the general *squad* drill and develop into *company* drill, introducing *battalion* drill as far as we are able, and these are practised on the road when out *route-marching*. . . . From play to marching in fours, about 20 seconds. Upper boys have done it in 15 seconds.
 "Few teachers care for such publicity.
 "We practise marching over rough ground, and the boys are keen to keep their formation intact."
 Under the Sheffield Board (Report for year ended in November, 1902) classes for the special instruction of teachers have been continued. During the year 49 teachers (from board and voluntary schools) have attended, and 27 certificates of proficiency have been issued.
- Leeds. I learn from Mr. Whitnell that under the Leeds Board a carefully graduated scheme has been at work for many years, and but few changes have been found necessary to bring it into line with the scheme of the Board of Education.
- Mr. Cornish:—
 "I visited a school the other day where a small girl pupil teacher, with her hair down her back, was calling out 'Squad! Shun!' to a class of little boys, in the most military fashion."
- A girl sergeant.

It may seem a small matter, but yet it is perhaps possible that "Squad." if the word "squad" could be changed to something of less unfortunate sound, the change would be acceptable—to teachers of girls, at least.

Mr. Northrop :—

"The degree of proficiency attained in most schools, especially the large ones, is admirable; and the improved carriage, briskness, and promptness are becoming very apparent." Effect of drill.

Mr. Wilson (Sunderland Staff) :—

"The result of instruction in these exercises on the general bearing of the scholars, both in and out of school, is—here and there—quite apparent. . . . One may now see a quick, silent, steady tramp in and out of school, a swift resumption of work at the proper moment, and a cheerful and prompt attention to orders generally."

It may not be out of place to suggest that the scholar's attitude when oral class-examination is going on is a matter of importance. Attitude under class-examination. Examiners may have noticed the tendency, among children who cannot answer the question, to lift the hand half-way. A girl, for instance, when her neighbours, prepared with an answer, shoot up their hands, may be moved by the force of example and discover that she must needs adjust her hair. Or scholars, with minds not yet awake half lounge, and do not restrain the hand's impulse to wander to the mouth. If attitude reacts on mind, it may not be pedantic in a teacher to require that all scholars, who are not announcing their ability to answer, adopt a recognised attitude of "alert attention."

With regard to out-door games, Mr. Turner quotes from the Games. Report (1901) of the Halifax School Board :—

"Many of the assistant masters voluntarily sacrifice their own leisure in the interests of their schools. They organise and direct cricket and football matches between the different schools. No one can deny that their participation in the children's games does have an excellent effect upon the manners and conduct of their scholars; and the readiness with which they have devoted so much of the time which they have every right to keep for their own pursuits cannot be too highly commended."

Mr. Turner says :—

"I need scarcely add that the same praise is due to many others, equally with the Halifax teachers."

Mr. Taylor (Sheffield Staff) :—

"In some places where the discipline is not very exacting an improvised football is used by the older boys, to the discomfort of the younger children; the glazier is in frequent demand, and the boundary walls, as well as the boys' boots, are frequently needing repair."

I have myself met with at least one schoolboy who preferred small panes, on account of football.

"In other cases there is a commingled hustling of child against child, while the more tender ones have to seek the shelter of a wall or a shed. Only rarely are systematic games indulged in. . . Children do not 'play' in the strict sense of the word as they played 30 years ago.

"Too frequently preparation of work for the next lesson has kept the staff busy in the school while the romp was in progress outside."

THE ADVANCED, OR LEAVING SCHOLAR.

The
Sheffield
Royal
Grammar
School.

The test of an educational system is the finished product. What is the condition of the finally leaving scholar? As a contribution towards answering this question, I offer some information with which I have been favoured by the Rev. A. B. Haslam, Head Master of the Royal Grammar School, Sheffield. The ex-elementary-schoolboys in this school come chiefly from ordinary board and national schools. Few come from the higher elementary school, a fact largely due to the requirement as to length of stay at that school. A boy leaving the higher elementary school at 14 is too old to try for a *close* foundation scholarship at the Grammar School; he can only try for an *open* scholarship, of half the value.

Rev. A. B.
Haslam.

"However, two such cases are among the most successful and promising scholars we have had. While it is no doubt to be preferred that scholars should pass to the secondary school at the age of *about* 12, I do not find that 14 is too old, if special arrangements are made, as with us, to meet exceptional cases.

"As a general rule, the foundation scholars from the primary schools show themselves to be well grounded. . . . A very few, perhaps about 1 in 15, fail to profit by their opportunities. The majority attain distinction, some very high distinction.

"As to the improvement in attainments since 1900, I do not think it is noticeable as yet. The average in some years is distinctly higher than in others; but this may depend upon a variety of causes which are difficult to compute. On the whole, taking the last *ten* years, I think the *general* level has certainly risen, though some of the very best specimens have not been among the most recent.

"With us the primary scholars are classed by themselves for the higher subjects (which are new to them), largely taught by the headmaster, and prove themselves, as is natural in the case of picked boys, capable of covering the ground more rapidly than the generality."

The Sheffield
High School
for Girls.

The Sheffield High School for Girls has fewer entries than the Grammar School from public elementary schools. The head mistress informs me that the girls thus entering, as compared with girls ten years ago, know less arithmetic. *Then* it was felt that the arithmetic could be laid aside for a time while other subjects were worked up. This is no longer the case. On the other hand, there are now no girls who are totally ignorant of *both* history and geography.

Mr. Northrop :—

Northum-
berland.

"There is every variety in the condition of children finally leaving school, as regards attainment. The highest point is reached by those boys and girls in some of the board schools in Newcastle where, in addition to the instruction according to Art. 15 (b) (i), they are taught Euclid, algebra, and mensuration, and in the last year are taken through a course for the Oxford local examinations, preliminary and junior.

"The next best in condition are those in those board schools where the standard of exemption has been raised to the Seventh. More are reaching this standard year by year at the time when their minds are developing and they begin to be eager to learn. The extra year is the best hitherto;

they get a little out of leading-strings and above spoon-feeding, and learn to help themselves. In rural and colliery districts the standard of exemption is the Fifth; the best of the children get beyond it, but exemption for labour is eagerly sought and often taken; the bulk of the children are not prepared to join continuation classes, even if they were within reach. Elementary evening schools enable the few who are willing to keep up their power of reading, writing, and counting, and occasionally to advance a little further."

Mr. Monro considers the state of the leaving scholar a very variable quantity and very difficult to assess.

"We must not expect too much. . . . How many boys of 13 or 14 in our secondary schools can write a letter worthy of the name?" "Some of the boys of our good schools are in a fair state of proficiency for taking up higher studies or for proceeding to secondary schools. The comparatively large number of elementary scholars in our large towns that afterwards make rapid progress in secondary schools is evidence of this."

Mr. Monro also says:—

"Although examination may have a tendency to cramp the teaching. A Leaving examination for scholars in Standards V. to VII., over twelve years of age, can be adduced. If the successful candidates at such an examination were arranged in two classes, those in the first class being eligible for scholarships in secondary schools, or as probationers or pupil teachers, and those remaining being permitted to leave school, an obvious advantage would be gained. The teaching would then be provided with a definite goal, and the final state of the leaving scholar could be more accurately gauged than at present.

"It does seem anomalous that a child may pass right through an elementary school without undergoing a definite examination conducted by an outside authority."

Mr. Whitmell:—

"I believe that children are now educated more rationally, so that their condition on leaving school is better than it used to be, but a 'leaving examination' is much to be desired."

Mr. H. Brown (Durham Staff):—

"It would be a great benefit to all schools, and tend to concentrate aims, if the Board of Education devised an examination which all children should pass before leaving school, and testified the same by granting a certificate."

"The examination might also answer the purpose of an entrance examination to a secondary school."

But it should not, I think, be compulsory for all children. Let it be voluntary, and prove its worth by attracting numbers, "concentrating aims," and increasing respect for education.

Not only do we need a leaving examination, but it is a question whether we do not also need voluntary examinations at earlier points of the school career.

Mr. Jarman (Sunderland Staff):—

"I think the average child now leaves school less thoroughly prepared for the ordinary working person's life. The exceptional child, keen to learn, is better than he used to be, but the average child is more superficially taught."

A falling off "There is a growing spirit of indifference to school-work on the part of the children."

"My experience (extending over many years) in examining for the free scholarships at higher grade schools in Jarrow and Sunderland is that the answers in arithmetic, geography, and grammar are getting worse year by year. At Jarrow in 1901, out of 81 candidates 40 failed to get 30 per cent of their marks in arithmetic."

Sheffield.

The Sheffield Board holds examinations for certificates of merit. These certificates are granted for a pass in reading, handwriting, spelling, composition, and arithmetic, but success in geography, history, and grammar, and distinction in any subject, are recorded on the certificate. The year ends with November.

| | Examined. | Certificates Awarded. |
|------|-----------|---------------------------------------|
| 1900 | 1,180 | 608 |
| 1901 | 1,302 | 767 (Std. VI., 483 ; Std. VII., 284). |
| 1902 | 1,771 | 760 (Std. VI., 506 ; Std. VII., 254). |

Mr. H. Taylor (Sheffield Staff) :—

Leaving school for play.

"The 'dunce's' certificates are more numerous than the 'proficiency' certificates ; but both work evil when used by children who leave school and have no work to do. These children often contaminate those who are still compelled to remain at school, and very frequently make them restless to enjoy similar freedom themselves."

A bridge needed.

Mr. Taylor points out the need of a bridge between the age of 14 and the age of 17 or 18, at which last the evening schools have so often revealed the failure or insufficiency of the earlier education.

Getting rid of older scholars.

"It has been painful to find schools where the few older children have been 'elbowed out' ; that is to say, it did not pay (in £ s. d.) to keep them in the schools. Through want of adequate accommodation the places of these older children were needed by younger scholars. . . These upper children were neglected (often through lack of teaching power) or 'marked time,' till 'left' was written against their names."

Mr. Leaf :—

Children in high standards.

"The case of children in the highest standards requires consideration. The organisation does not usually admit of a separate teacher for the more advanced children, who, if they have not acquired the faculty and been accorded the opportunity of working largely by themselves, are apt to have their progress retarded at what might be the most fruitful period of their short school life. A system of carefully graded schools, which under a single authority may prove more feasible, might perhaps meet this difficulty."

If children are trained to study, the easier it should be for their school to have a 7th Standard, however small. A very little individual attention to a boy *student* should go a long way.

Sheffield.

The Sheffield Board, which has a higher elementary school, adopts the noteworthy practice of collecting at some one school the 7th Standard scholars of the neighbourhood.

Mr. Howard, who has many satisfactory rural schools :—

York District.

"In one school with only 18 children above infants, I found seven doing well the work of Standard VI. This highly satisfactory proportion might afford matter for reflection in some larger schools."

Mr. Wilson, speaking of small schools :—

"The highest class in many cases includes Standard III., and the upper standards mark time." Ripon District.

Where a boy is only marking time, the parent has an excuse for removing him as early as possible.

Mr. Bell (Ripon Staff) :—

"The majority of the children in the highest standards of the smaller rural schools do not reap the full advantage of what should be the best portion of their school life."

ORGANISATION, ETC.

It is an important question whether, in a large school, there should be some one class, by preference the highest, which more than any other is the head teacher's class. No doubt the present duties of the head teacher in such a school prevent continuous attention to any one class, but, on the other hand, it seems natural to expect that his influence should peculiarly be brought to bear on the highest scholars. Possibly the appointment of a clerk to look after the statistical business of a school or group of schools might be a reasonable way of giving the head teacher more time for teaching. Head teachers of large schools

Mr. Monro :—

"According to the opinions of many interested in schools, the head teacher should have the charge of an upper class, as is the case in our grammar schools."

"It is certainly anomalous that the person who is presumably the most competent should not take charge of a class himself."

"The new building regulation limiting the sizes of future schools will act beneficially. The schools will be brought nearer the home, and thus greater regularity of attendance will be ensured. It will also be the means of affording better chances to deserving certificated assistants, many of whom, having been working for years on a small salary and having families to support, are almost despairing of promotion to a headship." New building regulations. Promotion of assistants to headships.

Mr. Foster :—

"One important board in my district has shown a praiseworthy desire that head teachers should have the benefit of seeing as much as possible of each other's work, and for this purpose each head teacher has been encouraged to spend occasional half-days during the year in some neighbouring school." Learning from each other's schools.

The South Shields Board has requested the head teachers in each school-block to hold meetings, at least quarterly, to discuss "the of department. courses of lessons, the discipline, and other points connected with the welfare of the school-block." The head-master of the senior department is responsible for convening such meetings, for keeping the minutes, and for exhibiting these to the managers at their periodical visits. Co-operation

On the other hand, Mr. Leaf mentions an instance of a different character. There is a junior school at a little distance from the infants' and senior mixed schools. The head teachers of the

junior and infants' schools had never met, although they had been colleagues for two years.

Mr. Cornish :—

Frequent
changes of
teacher.

"The difficulty of organisation is increased by the constant migrations of teachers from one school to another. It is the exception rather than the rule for a staff to remain unchanged during the year."

Mr. Cornish gives an instance of an infant class which had seven teachers in six months.

Mr. Leaf :—

Darlington
District.
Scarcity of
teachers.

"There seems to be a scarcity of competent teachers throughout the district. Managers have sometimes to wait months before being able to fill a vacancy, and in the more uninviting localities applications for posts can scarcely be obtained. There is, in fact, in some places such a want of suitable accommodation, congenial society, and rational amusement, especially in winter, that the dearth cannot be wondered at."

Mr. Wilson :—

Scanty staff
in rural
schools.

"Most of the country schools have a staff which is nominally adequate but practically inadequate."

A country manager in the Sheffield district :—

Aid grant.

"We need capable and qualified assistants, for whom we have not the means of providing. If the rural schools had their fair share of the Aid Grant and not a dole—in our case £10 or £12—the work would be better done and the standard of education raised."

Art. 68
teachers.

Mr. Howard finds great variety in the degrees of efficiency of teachers under Article 68.

"Some, especially those who have been pupil teachers, do excellent work; others are recognised after much hesitation.

"The time has come when some definite standard should be reached by teachers seeking recognition under that Article. They ought at least to be able to pass the standard fixed by the local bye-laws for total exemption from school attendance, and they should spend a short time in a good school to watch methods of instruction. As these teachers are often employed where they cannot have proper superintendence from a head teacher, it is, therefore, all the more important that they should gain some experience before they actually count on the staff of any school."

Not only is it desirable that the inexperienced teacher should have the opportunity of watching good work before beginning to teach on her own account, but it might be well if a visit to a good school could be repeated at intervals.

Ordinary
teachers in
charge of
defective
classes.

The same may be said of those teachers who undertake the charge of defective children after no experience except what they have acquired in an ordinary elementary school, or during a brief time of preliminary visits to special institutions. They should renew the special visits after they have realised by personal experience the difficulties of their work.

PUPIL TEACHERS.

The Sunderland district has four pupil teachers' centres. But Sunderland (Saturday apart) one of the largest meets only in the evening. District.

Mr. Foster :—

"I regret to say that in one of the centres I have not yet been able to persuade the managers to engage a lady assistant. In Jarrow the centre is conducted by a lady.

Mr. Leaf :—

"The great obstacle to any advance in the training of pupil teachers is the helplessness of the average pupils when they begin to attend a centre. Being previously untrained in the habits of application and independent effort, they are at first capable of little more than assimilating the work done for them by their teachers; and it is possible to find melancholy instances of students sitting for four or five hours over work which should not have occupied them for one, and then knowing nothing of it next day. Some improvement in this serious limitation is perhaps beginning to be gradually discernible. Darlington District. Want of previous training to study.

"There is an increase in the number of pupil teachers who are admitted on certificates under Schedule IV. A., and in those who have been taught, at least in part, at some secondary school. Head teachers, however, do not always welcome the latter class, on the ground that their comparative strangeness to the routine and atmosphere of an elementary school prevents them from becoming useful as rapidly as the other apprentices." Exceptional P.T.'s.

With regard to pupil teachers who are taught at their own schools, Mr. Leaf says :— P.T.'s taught at school.

"The hours of instruction, usually either early in the morning with a long day's school to come, or following upon a long day's work in the afternoon, are highly unfavourable both to teacher and pupil, and are usually insufficient for anything but fragmentary and superficial instruction. The pupil is without the stimulus of competition, and is exposed to the blighting influence of text-books calculated to produce atrophy of every faculty except memory. Editions of poems, etc., are to be found with, on one side, a scrap of text half discernible through a cloud of superfluous annotations, and on another an elaborate paraphrase of its meaning. Not even 'The Master of Ballantrae' has escaped being edited, annotated, and analysed."

Mr. Howard regrets that a town so large as Doncaster has no pupil teachers' centre. York District.

At the York centre the difficulties arise chiefly from three causes :— York.

1. The pupil teacher in a voluntary school has too much school-work and too little time for study. A centre's difficulties.
2. Voluntary schools depend so much on pupil teachers, that the demand for pupil teachers (combined with Cause 1) brings into the centre unfit pupils.
3. Managers (board and voluntary) hesitate to dismiss pupil teachers proved unfit for the centre.

At Scarborough 1st and 2nd year pupil teachers have begun to attend the Municipal School, and they are part of its 5th and 6th borough Forms.

"The former instructor of pupil teachers is retained to teach a special class for King's Scholarship candidates. The pupil teachers attend four

Mr. J.
Pember.

Mr. Cornish :—

"I regret to mention the retirement of Mr. J. Pember, Sub-Inspector, after long and valuable service."

Mr. H.
Brown.

Mr. H. Brown (of the Durham Staff) has been made a Companion of the Imperial Service Order, in recognition of his long and meritorious work.

I have the honour to be, etc.,

W. P. TURNBULL.

*To the President of the
Board of Education.*

GENERAL REPORT *for the Years 1901 and 1902*, by A. G. LEGARD,
ESQ., *one of His Majesty's Chief Inspectors of Schools on the*
SCHOOLS in the WELSH DIVISION, comprising WALES and
MONMOUTHSHIRE.

MY LORD,—

I have the honour to present to you my Report for the last two years upon the state of elementary education in Wales and Monmouthshire.

Before entering into details, it may not be out of place to call attention to the change that has taken place in the work of inspectors since the time when primary education first became a matter of national concern. Change in the duties of Inspectors.

For some years after the passing of the Education Act of 1870, the main duty of the inspector was to assess grants, and his time was almost entirely taken up in applying examination tests on which the award of grants depended. At the present time his position is one of greater responsibility. He is in a sense the intermediary between the central and the local authority. His duty is in the first place to see that the administration of the Education Acts is effectively carried out by local bodies, and, in the second, to watch over the practical work of teachers in the schools, his supreme aim in both cases being the welfare of the children.

Under the first head his chief business in former days was to report upon the suitability of school sites, and the adequacy of projected school accommodation. Now his concern is more with questions of school hygiene. He has to take means to prevent rooms being habitually overcrowded at certain seasons of the year, to look carefully into the warming and ventilation of school buildings, and to guard against the use of apparatus that is injurious to health.

He has, again, more opportunities than was formerly the case of endeavouring to secure improvement in school attendance. In districts where there is gross irregularity, his duty is to investigate the cause of irregularity, and to call for explanation from the local authority. If this procedure fails, the next step is to report the offending body to the Board of Education. He is also able, by holding conferences and by other methods, to call attention to this vitally important matter. I have always held that, until public opinion is really aroused, effective administration of the attendance laws cannot be expected.

The inspector has also much more responsible duties to discharge than used to be the case in the matter of the staffing arrangements of schools. He has to determine not merely

whether the staff is sufficient, but also whether it is suitable. He has to be on the watch to see that managers in appointing teachers do not, when they fulfil the letter of the code, neglect its spirit, and sacrifice the interests of the children to mistaken views of economy and to illiberal prejudice.

Under the second head, the supervision of the practical work in the schools, the inspector's functions are also much changed.

Now that the annual examination of individual scholars is abolished, he is able to look upon each school that he visits as an organic whole, not merely as a collection of units; he has to see that the curriculum is judiciously planned, that sensible methods of teaching are adopted, and that proper progress is made by the children. In determining as to the latter point he is guided, not by a rigid examination test applied by himself, but by an inspection of the scholars' daily work books, by the results of the periodical examinations given by the teachers, and by an observation of the methods of instruction. In past days practically the only index as to discipline was the behaviour of the children during the examination, when the atmosphere was of a thoroughly artificial kind. Now after he has spent some hours in a school he ought to be able to form a much more trustworthy judgment upon this important point. When he finds that the scholars are attentive, keen to answer questions and interested in their lessons, his opinion is likely to be favourable, and he ought to be able to distinguish between the rigid discipline of a martinet, and the more healthy discipline that prevails when the relations between the teacher and his class are on a pleasant footing, and willing obedience is secured without any apparent effort.

Formerly the curriculum in a large number of elementary schools consisted of a medley of disconnected subjects rigidly arranged according to standards. It is only since the introduction of the block grant that the teachers have been at liberty to frame schemes of work for themselves. One of the inspector's chief duties now is to approve the schemes submitted to him, and before doing so to consider if they are framed on right lines, and if they are adapted to the general circumstances of the district.

It is the same with methods of teaching. In the past, little attention was paid to the manner in which subjects were taught provided that certain results were obtained.

It is true that in the old examination days mechanical and unsound methods were sometimes detected, and intelligent methods recognised, but this was often a matter of accident.

The inspector has now an opportunity, by holding general conferences with his teachers in different parts of his district, and by informal discussions at the close of school inspections, of giving reasons why some methods are good and others are

bad, and if he is wise he will realise how much he himself has to learn on these occasions. If he recognises the truth of the old adage—

"He that complies against his will
Is of the same opinion still,"

he will not try to force his opinions upon others, but rather endeavour to win their assent to his views by frankly discussing with them any objections that may be raised to methods that seem novel and unfamiliar.

The reports of my colleagues show that no striking developments in elementary education have taken place in the Principality during the last two years, and this is borne out by my own observation. I hope, however, that steady, if not rapid, progress is being made in many respects.

The boundaries of the Division and the members of the inspectorial staff remain exactly as they were at the time when I wrote my last Report, except that Mr. Price has taken the place of Miss Bathurst as junior inspector in my own district.

From the figures of the census of 1901 that have been already issued, it is shown that in the industrial and urban centres of South Wales there has been a great increase in population within the last decade. The population in the agricultural counties is pretty stationary.

The following are the statistics with respect to the three county boroughs of Wales and the two industrial counties:—

| County Boroughs. | Population. | | Percentage of Increase. |
|------------------|-------------|---------|-------------------------|
| | 1891. | 1901. | |
| Cardiff - - - | 128,915 | 164,333 | 27 per cent. |
| Swansea - - - | 91,034 | 94,537 | 2 " " |
| Newport - - - | 54,707 | 67,279 | 23 " " |

Administrative Counties.

| | | | |
|-----------------|---------|---------|-------------|
| Glamorgan - - - | 467,269 | 601,061 | 28 per cent |
| Monmouth - - - | 203,426 | 230,806 | 13 " " |

In the administrative counties of Glamorgan and Monmouth there are respectively nineteen and twenty urban districts, and it is in these centres that the great increase has taken place. In Glamorgan nearly two-thirds, and in Monmouth no less than six-sevenths of the total population of the county are to be found in the urban districts. Trade of late has been so brisk in the South Wales coalfields that the rate of increase has probably been greater during the last two years than during any other years of the decade.

How has the provision of new schools kept pace with the School increase in child population? I regret to say that the answer is supply, not altogether a satisfactory one.

In Cardiff it is probable that during the last two years a County thousand children of school age have been added to the popula- boroughs
tion. Yet during this period no schools have been built, (1) Cardiff.

Inspection
and exam-
ination.

The second great branch of the inspector's duties is concerned with the practical work done in the schools.

Attempts have been made in some quarters to decry the present system of inspection, and to advocate a return to the old plan of examination. It is alleged that scholars at the present day, when they leave school, are not so well instructed as used to be the case, and that they show a lack of proficiency in reading, writing, and arithmetic, as compared with the elementary school-boys of the past. It is very difficult to prove any general statements of this kind, but even if their truth is assumed, is there any sufficient reason for a return to the system of individual examination?

The great point to bear in mind is that in the old days the annual examination dominated the work of the school throughout the year, and that the teachers too often expended all their energies in preparing their pupils to pass this ordeal, and not in educating them for their work in life. The result was that the most skilfully trained pupils did no doubt display wonderful proficiency in such subjects as spelling, formal grammar, and elocutionary reading. But this proficiency was artificial, and was gained at too high a price. The lists of words of irregular spelling were forgotten, grammar was not thought of again, and reading aloud was never practised when once the school was left behind.

The aim of the best teachers now is to give instruction that the pupil will not forget, to arouse in him an interest in his work, and to give him the power to acquire knowledge for himself.

In pursuing this aim no good teacher would wish to dispense with examinations, even if he were not required by official regulations to hold them.

It is part of the inspector's work to see how teachers discharge this duty.

In the first place are examinations properly held, and in the second place are the reports trustworthy?

Examina-
tions by
teachers.

In large schools, where the staff is adequate, examinations are, as a rule, duly held at stated intervals, but in small and badly staffed schools the case is different. It is by no means an easy matter to examine when the conditions are favourable, but when a teacher is obliged to examine one class and at the same time to supervise the lessons of another, the duty is sometimes omitted, and at other times not satisfactorily performed. In such cases I fear the examination books of the scholars are of little value.

Reports by
teachers.

In speaking of the head teachers' entries in the report books, I should be unwilling to use any language that would seem to impugn the honesty of the entries. At the same time it cannot be denied that the reports are frequently couched in more favour-

In some country districts the water supply is still unsatisfactory. If there is no drinking water on the school premises supply. it is well to require that a can of fresh water shall be brought to the school once or twice a day from the nearest well.

With respect to school apparatus, the most pleasant point to School notice is that the use of slates is being discontinued—a change apparatus. to be welcomed both on sanitary and educational grounds—and also that material for free arm drawing is now found on the walls of the best equipped schools. In the newest buildings of a continuous blackboard has been inserted in the walls with very good effect.

School libraries are still far too uncommon, though good books were never so cheap.

The staffing of the schools, is perhaps, the most important Staffing of of the administrative duties that managers have to perform. schools as to It is now laid down in the code that the teaching staff should (1) quantity. not only be sufficient but also suitable. The inadequacy of the staff is in many instances not only due to want of funds, but also to the fact that the views of managers on this subject are often sadly wanting in enlightenment.

There are, however, signs that managers are beginning to see that the staff prescribed by the code is only a minimum, and that if a school is to do real effective work, the size of the classes must be diminished.

The trend of educational opinion is towards dealing with scholars as individuals, and not merely as items in a large class. The regulations also now prescribe that the size of a special class of defective children shall be limited to twenty, and also that a class in a higher elementary school must not exceed forty in the lower division and thirty in the upper one.

In Wales, too, the small size of the classes in the Intermediate schools, which are mainly recruited from the elementary schools, must have an influence in the same direction.

Many circumstances are therefore conspiring in favour of making classes in ordinary schools less unwieldy than they are at present, and consequently of increasing the number of teachers.

But it is not enough if the number of the teaching staff is (2) quality. augmented, and its quality neglected.

The most important School Boards in Wales have seen the necessity of having a thoroughly competent body of teachers, and are recognising for their infant schools the value of the Froebel certificate, but the less enlightened Boards are too prone to think that one certificated teacher in a large school is all that is necessary.

I am glad, however, to report that the number of certificated teachers in my division has increased during the past two years at a higher rate than the number of scholars in average attendance, and also that the number of unqualified teachers has diminished. In the number of pupil teachers there has been a slight decrease.

School
walks.

In my Division it will be seen from the reports of my colleagues that much interest is being taken in the subject, and one of the chief signs of that interest is the setting apart of a regular time in the curriculum for school walks. It is of course most important that the walks should be of real educational value. The district to be traversed should be well known to the teacher, and preparation should be made for the walk by previous instruction. During the walk it is desirable that the scholars should be encouraged to ask questions, and in the case of senior classes to make notes or drawings for themselves, and on the day following the walk composition should be written about what has been seen and observed. Lessons learnt during one walk should be utilized during the next, and the effect of the change of seasons upon the world of nature should be carefully studied and illustrated by drawings. School excursions and school journeys of a longer duration than a day will, I hope, in time be organised by teachers in Wales, as has been done with success in the case of Arnott Road Board School, Liverpool, and in other places.

School
gardens.

School gardens are a valuable help to nature study, and I greatly regret that their number is not larger in Wales. A suggestion has been made that in our large towns a certain portion of the public parks should be available for the purpose of nature study, and I think that the suggestion is an excellent one.

Manual
instruction.

The figures show that some increase has been made in the number of boys in the Division who receive manual instruction, and I hope that a still further increase will be made in the future.

For many reasons it is better that the class teachers, if they are qualified, should give the instruction instead of the work being entrusted to special teachers. Manual instruction is then brought into connection with the drawing done in the school, and is no longer an isolated subject. More attention from the class will probably also be secured by the class teacher whom the boys know, than by the special teacher whom they only see at certain intervals.

Drawing.

The same remarks apply to the teaching of cookery.

Up to the present time teachers have only rarely availed themselves of their liberty in framing schemes of drawing adapted to the circumstances of their schools, and have been content to follow in the old lines.

Progress, however, is being made, if but slowly, in the subject, and the introduction of free arm drawing has been of great educational benefit. I may remark that still too little attention is given to drawing from actual objects, and that memory work is too little practised.

Physical
exercises.

Physical exercises are being generally taught according to the Model Course, and teachers are showing a laudable desire to qualify themselves for the work by joining classes under a skilled instructor.

I pass on from the subjects themselves to speak of the way in which the subjects are taught, and at the outset I wish to emphasise the importance of the preparation of lessons by the teachers. Methods of teaching.

In some large schools I have found that the class teachers are unwilling to make brief summaries of their oral lessons before they are delivered, as is required by the Revised Instructions. In other schools careful attention is given to this point.

The best teachers realise that it is impossible to teach properly without preparation, and the self-confident young persons who attempt to do so will sooner or later find out that they have made a fatal mistake.

One of the great dangers that beset the teaching of the present day, and a more insidious one than any other, is to do too much for the children and to give them little or nothing to do for themselves. Professor Armstrong has incurred the displeasure of some experienced teachers by disparaging what he terms the old mechanical methods, and by insisting very strongly upon the advantages of the so-called heuristic methods. I venture to think that the principle which he advocates is perfectly sound though he has perhaps stated his views in too trenchant a manner.

Again and again I hear in schools lessons carefully prepared and admirably delivered, which fail in their object, because the children do not take an active part in the instruction. They are not required to make any mental effort, and are told things which they ought to discover for themselves.

Further, the precept is neglected that everything learnt should lead on to something done, and it is forgotten that unless knowledge is applied it is useless.

As more enlightened views gain ground it is hoped that our elder scholars will be left much more to themselves than is the case at present, and that they will do work under the teacher's supervision without more help than is necessary.

Among the most hopeful signs of the future, is the formation of educational societies among teachers of different grades in which educational questions are discussed from a broader point of view than the merely professional one. Educational societies.

My colleagues in the Merthyr and Swansea districts have interesting remarks on this subject, and I trust that the number of these societies will increase. I also hope that as time goes on regular summer meetings lasting for a few days will be organised in different districts at convenient centres, which all teachers, both in town and country schools, may have an opportunity of attending. Summer meetings.

At these meetings, over which the inspector of the district should preside, lectures might be given by experts, discussions held, and field excursions made under skilful guidance.

I am also glad to testify to the interest which many teachers take in their scholars out of school. Incalculable good can be done by the personal influence of a good teacher upon his elder scholars at the critical period of their life, when they are leaving school for work, and, after they have left school, social gatherings of old scholars afford a means of continuing that influence.

Open Days
or parents.

An endeavour to interest parents in their children's progress is also being made by the plan of having open days, when parents can visit the school by invitation and see their children's work. Regular reports are also in some cases sent to parents after each terminal examination.

I now proceed to give extracts from reports furnished to me by my colleagues.

Mr. Edwards (Merthyr Tydfil district) reports :—

Supply.

"The population of my district has increased by nearly 30 per cent. in the last decade. It is now 340,323. The greater part of the increase is, as usual, contributed by the Rhondda Valley, but there is a steady growth in all parts, necessitating continual additions to the supply of school accommodation. The Ystradyfodwg School Board has found a great difficulty in keeping pace with the demand, and is at the present moment very much in arrear.

"A few of the newer schools have been built with a central hall and a sufficient number of class-rooms. The rest have main-rooms, which have, in most cases, been divided by glass partitions for the sake of greater convenience in teaching, but the extra class-rooms so formed are almost always unsatisfactory. They open out of another instead of from a hall or corridor; they are difficult to ventilate, and the lighting is generally wrong. The new building rules will raise the standard of construction in this and several other respects. I specially rejoice in the regulation which limits the size of a school department.

Desks.

"Should long desks be allowed? If the seats have backs (as ought always to be the case) the children occupying interior positions cannot leave their places without disturbing the other occupants of the desk. Consequently, the teacher will refrain from calling them out to work on the blackboard, etc., and many individuals will lose their chance of "learning by doing." Another serious drawback is that the teacher cannot get behind the children during writing lessons, unless the desks are placed at a wasteful interval from one another.

"Obviously, the only desks which can be made comfortable for the children without, at the same time, sacrificing their freedom of movement, are of the single or dual type. I think all others should be prohibited, especially in the case of infants, who are sometimes most unnaturally cooped up, ten in a row, between a long desk and the long rail which forms the back.

Attendance.

"The attendance for the whole district is about that of the whole country, and is nowhere particularly good for a whole parish, although individual schools sometimes show a very satisfactory record. Punctuality is seldom good. Some teachers deny that it is at all practicable to get all the children in school by nine o'clock, and lay the blame alternately on the mothers and the weather. One deep-seated cause of unpunctuality, is the fact that an attendance can be registered for a child who reaches the school before 10 a.m. or 2 p.m. The parents are fully aware of this, and it is only by very strong personal influence that some of them can be prevailed upon to send the children in time for the opening of the school. Unfortunately many teachers do not attempt to establish direct friendly relations with the

parents. Others find that the task is beyond their powers because of the great size of the schools, and the "fitting" which takes place in some parts of a colliery district. The most potent method of all is to enlist the children themselves on the side of punctuality, and I have seen this done with great success where the teacher had the necessary fund of determination and tact.

"The number of certificated teachers shows a gradual increase, but there are still too many instances of large classes being entrusted to two or three pupil teachers instead of one competent adult. Staff.

"A new element is being introduced into the schools through the operation of the Welsh Intermediate School system. Young people who have received two or three years' education in the County schools and have obtained a Junior or Senior Certificate from the Central Welsh Board not infrequently apply for apprenticeship as pupil teachers.

"It is too early to say whether they will make as good teachers as those who have received their education only in elementary schools, but the presumption is in their favour, if they are given equal opportunities of practical training.

"A person of over eighteen years of age who is qualified under Art 51b, through having passed one of the examinations specified in Schedule IV., is at once eligible for employment as an assistant teacher although he has not had a day's experience in teaching. It is expedient that a period of probation should be insisted on in these cases. It would be to the advantage of the young teacher as well as of his future charges, if it were made a rule that he should spend at least three months in practice under the eye of a trained teacher, without counting on the staff of a school. The reasonableness of such a regulation would be generally recognised, and very little hardship would be entailed by it, as the candidate could always receive his preliminary training at a school near his home. A fee should be paid to the trainer for the service rendered.

"A great impulse has been given to nature study by the various exhibitions which have been held, and locally by the able advocacy and guidance of Mr John Evans, sub-inspector, whose address on the subject has obtained a wide circulation. Most of the teachers admit their deficiencies in this branch of education, especially in its relation to botany, but their anxiety to receive hints and to profit by the experience of others is cordially to be recognised. It is becoming quite common for teachers and class to make an excursion to mountain top or wood and to turn their joint observations to the advantage of science or geography while enlarging their interests generally. Work of the schools.

"When one side of education after another is specially emphasised, as has been done in recent years, there is a danger that the unity of the general aim may be lost sight of. It is comparatively easy to add this or that subject to the programme. The difficulty is to form such an organic connection between the subjects and stages as is required by psychological considerations, e.g., that of the resultant effect on the child's mind. The head teacher should form as clear an idea as possible of the main end of education, and treat subject-teaching as subordinate to this. He should also take care that every member of his staff is possessed of his own general aim, instead of merely working out a portion of a set syllabus. At present the school is too often a bundle of classes; the head teacher faithfully examines the classes at regular intervals, and shows the merits and defects of the work, but the staff, as a whole, does not feel the inspiration which would come from the knowledge that all were working toward a common goal. In fact, teachers have been far too dependent on codes and inspectors. Now that these external stimuli have been relaxed, the teachers require such an inner spring of activity as would come from their own original reflection.

"I am anxious that educational societies should be formed at the chief centres of my district, so that teachers of all grades may meet to discuss the main and subsidiary ends of education and the best means of reaching them. A prior requisite, however, is an educational library, for it is useless to debate these questions without preliminary study.

"The Merthyr Tydfil teachers (over 200 in number) have lately decided to form such a library, which will contain the Special Reports issued by the Board of Education, and other suggestive and inspiring literature bearing on teachers' work. Another large association of teachers (Rhondda and district) are considering the desirability of taking the same step.

Welsh.

"An advance has been made in the teaching of Welsh since I last reported on the subject. The direct method is generally adopted, the lessons being given in connection with specially-prepared pictures. Many teachers have shown themselves thoroughly well qualified to give the instruction which, in this form, commands itself heartily to the children's good will.

"Ultimate success will depend on the amount of perseverance that will be shown and the amount of room that can be afforded for Welsh in the time table after meeting other urgent claims."

Mr. Bancroft (Pembroke district) reports:—

School accommodation.

"The population of my district is not increasing except in a few parts, and the supply of school accommodation has been, or is in the course of being, increased where it is required. Each year, too, sees some improvements effected in school buildings, for, where such a large number of the school rooms are old or old fashioned, defects are continually cropping up, while, on the other hand, I do not attempt to force all the minute requirements of the Building Rules on the managers, provided the rooms and premises are generally, and on the whole, suitable for their purpose. Many of the old buildings, I am glad to say, have been discarded and replaced by new ones, and there are about half a dozen still left which I should like to see sharing a similar fate.

School buildings.

Water supply.

"Too many schools are, I regret to say, without a water supply, either on or near the premises, and, as this is an all-important matter in country places, I have done my best to get the managers or local authorities to attend to it.

Character of instruction.

"If the standard of work in my district has deteriorated slightly in mechanical accuracy—as I think quite possible—there has been a gain in greater intelligence and brightness, and in the introduction into the curriculum of more useful and interesting subjects. Foremost among these may be placed the new system of physical exercises (model course) which ought to prove of great benefit in course of time. It also has the indirect result of making school life more attractive to children. Teachers have taken to it in very many cases quite easily, many of the men having served as volunteers either at college or afterwards, while those who have had no such training have displayed wonderful adaptability and resource in the matter.

(Object lessons—Nature study.

"Another useful and interesting subject that has been recently required is a course of object lessons or of some suitable instruction in nature study throughout the school. Every teacher should have the fullest freedom in the selection of these lessons, for they should depend on the taste—or even hobby—of the teacher, and on the local occupations, employments, and surroundings. It is highly desirable that children should be brought from their earliest years more into touch with Nature than they have been hitherto—as far as elementary schools are concerned—and therefore each teacher ought to take great pains to draw up a suitable course of lessons, which may include subjects in botany, geography (local), geology (coal districts), simple chemistry, or gardening and agriculture. They ought to have some connection with each other, and there ought to be some continuity for the different classes. There should also be given occasional lessons on ventilation, value of fresh air and sunshine, laws of

health, etc. The teaching of such subjects in an interesting manner will make an impression on the rising generation that cannot fail to be of enormous value in the early future in the warfare against insanitary and over-crowded dwellings, which so largely contribute to the spread of tuberculosis. In this connection it may be remarked that all teachers ought to be able to recognise, and to be always on the watch for, the early and first symptoms of the commoner infectious diseases of children. Leaflets containing all these particulars are published. Several teachers have, in dealing with nature study, adopted the plan of interesting as well as instructing their pupils, by hanging up on the walls blank sheets of paper on which are entered the names of wild flowers (*e.g.*, primrose, daisy), animals, birds (*e.g.*, swallow, cuckoo), with date when first seen and by whom; others also give prizes for the best collections of wild flowers and grasses, while some keep a record of the gardening and farming operations of the year. Cottage gardening has been encouraged for the last two or three years by the visits of a very capable lecturer employed by the County Technical Committee, and by scholarships given to schoolmasters for attending a course of gardening at Aberystwyth College.

"Infant schools are in nearly all cases very satisfactory, and the teachers in these schools are always well up to modern ideas and improvements in schools. education, and ready to introduce them into their schools. The relations between the senior and the infants' departments of some schools are strained, and seldom are they as cordial as I should like to see, for the consequence is that there is too often a want of continuity and co-ordination in the work of the two sets of schools, especially in the style of handwriting and in drawing. A child, after having been taught free-arm drawing or brush-work in a good infant school, may be transferred into an upper department where an old-fashioned teacher confines his lowest class to squares and oblongs on slates. Conferences should be held between the teachers of the three departments to discuss and arrange such matters, and also to settle the promotion of the elder infants. Infant classes are not so good as infant schools, though we have some notable exceptions. An assistant teacher has often to look after two or three classes, together with the First Standard, in a class-room not too well adapted for the purpose, while on two afternoons of the week all the girls are brought in for sewing. Time tables for infant schools and classes still sometimes show lessons too long, and not sufficiently relieved by singing, drill, or marching.

"The bulk of the schools in my district are rural, and, though the Country buildings are often poor, and the teaching staff and equipment not thoroughly satisfactory, the work in many of them is, in its way, as good as that of large town schools with good buildings and a complete staff. The rural teachers are seldom, if ever, too well paid, but they work hard, and their school work is often their only hobby, and there is at times, also, originality in it. They are helped, too, by the fact that their pupils are more steady at their work, more persevering, and less liable to excitement, than the town boy or girl. The pupils, as a rule, stay at school till they reach the age for total exemption; and, though their attendance is not regular, it is better that matters should be so than that they should leave school altogether by passing a low exemption requirement at the earliest opportunity.

"It is most difficult to obtain a supply of teachers for small country schools at the current rate of salaries. I have about twenty unsatisfactory teachers for schools in my district, and they are so because the managers cannot get country any teachers but old and broken-down men, or, as is often the case—and schools not most undesirable in Welsh-speaking parishes—English teachers. Why they come to remote Welsh schools I cannot make out. Teachers under Art. 68 are a very useful class. Many of them have been pupil teachers, who have failed to pass the King's scholarship, but who mean to try again; and very often they are the sisters or daughters of the master, who finds them

useful for the infants and lower classes. Their pay is not generally high, or even adequate, but they mostly take great interest in their work, and those who have no taste for it soon give it up. If any candidate under Art. 68 has had no experience, I now always insist on her going for a short period of observation to a good infant school.

Pupil
teachers.

"The supply of boy pupil teachers is very inadequate almost everywhere; girls are generally plentiful. Pupil teachers in country schools do too much teaching; those in town schools too little, being employed on marking and correcting the pupils' exercises on slates or books, sharpening pencils, or acting as sentry over the behaviour of the class. At Pembroke Dock the School Board have this year started the plan of sending all their candidates and pupil teachers to the Intermediate or County School, where the managers have engaged a specially qualified teacher for them in addition to the regular staff. The County Governing Body of Carmarthen summoned a conference of all persons interested in the training of pupil teachers, and the result was the adoption of a scheme which would be very beneficial if it could be made compulsory. The supervision of the class work of their assistants by head teachers is not always satisfactory. They do not like, or are afraid, to make unfavourable reports on their staff. This work, if well done, is a sure test of efficiency. The best head teachers of large schools take part in the teaching of some class, and delegate to their assistants, occasionally, the examination of each other's classes. Some head teachers do not take sufficient care as to the tests given, but simply choose some of the actual exercises recently worked by the children, thus only testing their memory instead of trying to find out to what extent they can apply what they have been taught. The final examination—that at the end of the year—should be very thoroughly and carefully carried out, and the results made known to the children and their parents. It would be a great advantage if teachers would visit each others' schools, and compare notes as to the syllabus, methods of examination, etc. It is hardly ever done at present.

Supervision
by head
teachers.

Periodical
examina-
tions.

Mr. L. J. Roberts, (Denbigh district) reports:—

School
supply.

"In my district several new buildings have lately been erected—in most cases to replace unsatisfactory premises—such as the fine new board schools at Wrexham, and the well-designed schools at Henllan, Prestatyn, Ponkey and Queensferry. Many schools have been almost entirely renovated. Innumerable partitions have been set up; and very few schools indeed (and these are almost, without exception, very small schools) are now without some kind of class-room accommodation; cumbrous and unnecessary galleries, of which there were many, have been almost everywhere removed. New cloakrooms have been added; some playgrounds have been enlarged, others asphalted, and some have been partly covered; many schools have had better means of warming and ventilation provided, and the internal equipment of the great majority of schools has been immensely improved, so that many of them are now places of comfort, cheerfulness and attractiveness. But much yet remains to be done with some schools, which are old and badly-planned. Some infant schools, though they provide the bare minimum of eight square feet of floor space per child in average attendance, have no space for the necessary drill and marching. Covered playgrounds might supply such defects, but few playgrounds have any part covered. If the physical training of our children is to receive due attention, better playground accommodation must be provided in many schools. The Bishop of Ripon writes in reference to an article* by Mr Karl Pearson:—"He presses, and rightly presses for the opportunity of athletics in primary schools. We want more than playgrounds, those sad and dismal substitutes for playing-fields; we want accessible open spaces, where exercise may have that freedom which space and air alone can afford. We want

* *Times Literary Supplement*, December 12, 1902.

our lads to gain open-air intelligence; let them have the paper-chase, some "rough-scouting," the thrilling interests of pursuit and capture, and, if possible, even the hardy discipline and invigorating experience of that realm, better than all playground for Englishmen—the sea. Not much of my district borders on the sea, and we have not yet risen to an inter-school boat-race; but the paper-chase is not unknown; athletic sports are not uncommon, and a School Football League, of which H.M. Inspector is president, has for years existed in the Wrexham District, a Shield having been given by Mr Tudor Howell, formerly M.P. for the Denbigh Boroughs.

"The most beneficent movement during the last few years in this district has been that for improving the instruction of pupil teachers, a movement which will have great and far-reaching results. The difficult problem of providing suitable instruction for the rural pupil teacher is being solved. Three-fourths of the pupil teachers in Denbighshire and Flintshire are now taught either in the county schools or in recognised pupil teacher centres. The largest number of this neglected fourth come from schools in remote upland villages on the storm-swept heights of Hiraethog, or in the far ends of secluded valleys. It is generally recognised that country pupil teachers possess qualities which, when suitably trained, are even more valuable than the finished sharpness of the town pupil teacher. There is in them a certain staying power and reserve of unexhausted fertility of the native soil, which enables them to go farther in the long run. This class must be saved from the extinction with which it is threatened, on account of the very advantages secured to those more fortunately situated geographically. Of late many more School Boards have adopted the practice of sending the pupil teachers to the county schools for instruction. In addition to such Boards as Wrexham, Bersham and Brymbo, which have now followed the plan for many years, the School Boards of Stansty, Holywell and Prestatyn have adopted the scheme, which is now too well known to need a detailed description. Not a few voluntary school managers, as at Rhyl, also give their pupil teachers the benefit of this system. A large and an increasing number of pupil teachers in schools other than those whose managers have formally adopted the scheme, is recruited from the ranks of county school scholars, who find a shortened period of apprenticeship at an elementary school a very pleasant avenue to one of the training colleges, day or residential.

Instruction
of pupil
teachers.

"One very important effect of this widespread endeavour to solve an important educational problem by bringing pupil teachers to the county schools, is a healthier relationship between the primary and the secondary schools. This good feeling will grow as the teachers in the various schools mingle more with one another. If there has been some amount of misunderstanding in the past, it seems to be due to a mistaken notion which has sometimes prevailed as to the relationship in which the primary school should stand to the county school. Too much has been expected of the scholars from the elementary school in subjects which the school curriculum did not include. The primary school does not, like preparatory schools, exist for the purpose of preparing boys and girls for the secondary school. It is true that the bulk of the scholars in the county schools come from the elementary schools, but these are only an insignificant portion compared with the main body of the elementary school pupils who have to plunge into their life's work without any further preparation than that obtained in the primary school. The preparation of the few pupils for the secondary school (if indeed they should have a special preparation at all) should be an incidental, not the principal, object. It would be a grave error to allow the secondary school to determine the aims and the character of the instruction in the elementary school. Because a knowledge of the niceties and technicalities of English grammar is useful when a boy comes to learn Latin, it is not right that elementary school children, as a body, should undergo fruitless grammatical drill, instead of having daily practice in writing, which is the best means of teaching them to use the mother tongue

Relationship
between the
primary and
secondary
schools.

with precision, fluency and force. Nor should the elementary school teacher be expected, as has often been the case, to give up his leisure to teach Euclid or Algebra or Latin to pupils from his school, intending to compete for county school entrance scholarships. Such subjects as these are, of course, taught in many schools, under Art. 15 b (ii); but unless the school staff is very strong and the attendance very regular, the time given to them is better utilised by a more thorough teaching of the ordinary subjects, and it is therefore right that the elementary school child should be examined only in the subjects comprised in the ordinary school curriculum. It was gratifying to find that this was the absolutely unanimous opinion of a Conference last Easter, which consisted of the Central Welsh Board Executive (with representatives of primary and secondary teachers), and H.M. Inspectors for the Welsh Division. 'Promise not performance' is the principle on which scholarships are mainly awarded. Though there will be now no need to prepare special or additional subjects for county school scholarships, the influence of the county school is ever present in the elementary school in various ways. Many elementary schools have Honours Boards showing the successes of old pupils in county school (and other) examinations; and in every elementary school in Flintshire and Denbighshire the syllabus and conditions for scholarships are conspicuously exhibited on the walls. It is the wish of all interested in the welfare of the rising generation (and who is not?), to see the passage from the one school to the other made as natural and as pleasant as possible, and to see the relationship between the teachers one of hearty and harmonious co-operation.

Course of instruction.

"Turning to the internal work of the school we find that much has been gained from the greater freedom conferred by recent Codes. The subjects of instruction are not now hermetically sealed into water-tight compartments, and the essential unity of all knowledge is becoming recognised more and more. The pupil's progress is not unduly hastened or retarded by any attempts to make him advance in all subjects at the same rate, nor is the quick child driven back and the slow relentlessly driven forward, to the great disadvantage of both. There is a quieter and a healthier atmosphere in the school now that the feeling of hurry and drive—so injurious to true progress—has disappeared. The school is becoming a vehicle of daily enjoyment as well as of true education and there can be no doubt that the instruction is gaining in intelligence and breadth.

Visits of observation.

"Perhaps the most noticeable feature in the courses of instruction during the last two years has been the increased attention given in most schools to Nature Study. The process of making acquaintance with external Nature is being made delightful and stimulating to the children, and while their capacity for exact observation is being developed they are being taught to take a pleasurable interest in every living thing around them. That interest in the green earth, and in its feathered and four-footed tenantry, which is seemingly instinctive in most children, is being fostered into a lifelong resource. It is pleasing to notice how many school plants are now grown for observation, and how the growth of the plants is observed and recorded from day to day, so that the children gain something of the pleasures of original investigation, simple though it be as yet. By collections of flowers—each child bringing his own specimen—carefully pressed, in large exercise books, the children's interests in the marvels and the beauty of the familiar wild flowers in their locality are being stimulated. In this respect it is interesting to notice that girls schools excel. Nature diaries are kept by many scholars, and on the walls of many a rural school will be found recorded (this I have noticed now for many years at Pentrecelyn, near Ruthin) the most striking natural events observed by the scholars, the date, the name of the place, and the name of the scholar being mentioned. Many teachers possess a special knowledge of school gardening and a real interest in the subject, and one cannot too greatly admire the readiness with which many of them, often out of school hours, take their scholars to the school-house garden, there to tell them what he has learned and observed in his leisure hours.

"Instruction in Nature knowledge is being more frequently supplemented by visits of observation, the fruits of which are recorded in interesting descriptive essays. Not long ago, on a fine afternoon, I met a band of happy girls on a hill-side near Llangollen collecting flowers, under the guidance of one of their teachers, who taught them to observe the characteristics of the flowers of which there was such a perfect wealth all around them. On the same afternoon I could descry another band from another school in the town climbing the heights of Dinas Brân, Wordsworth's 'Castle in Wales.'

"To neglect such visits in a country like North Wales, where there are such magnificent opportunities for letting

'out-door sights
Sweep gradual gospels in,'

would be something more than a pedagogical mistake. It may even be hoped that in time our elementary school children will be enabled to undertake excursions farther afield, such excursions as have been, and are, so common on the continent and in America.

"Few subjects have of late received a greater impetus in our elementary schools than History. In former days, when only two 'class subjects' (such as English, Geography, History, etc.) were to be taught, it was almost everywhere squeezed out of the curriculum by English and Geography, or, for girls, Needlework. It is now taught, not always, perhaps, on the best methods or with great success, in every school in my district. Where the teaching is unsatisfactory, it is, as a rule, due to too much reliance on the reading book. It is forgotten that the value of History as a study does not depend on the accumulation of facts, though indeed, we must not under-estimate the acquirement by pupils of a store of facts that is to them a source of pleasure and gratification in after-life. It is the habit of correct thinking that must be the supreme result of good teaching in this, as in other branches of instruction; it is useful as a means of training the powers of discrimination and judgment. It is claimed for History, too, that it is the best means for leading the pupil to appreciate his future duties as a citizen, and for fostering the sacred fire of patriotism. It is on the ground of patriotism that it has been given such prominence in the schools of many states, continental and American. England seems to have been strangely indifferent in this matter, and in Wales the demand for attention to its national history in the schools has only lately risen. It is now loudly demanded on platforms. And not without reason. No children know less, as far as the elementary schools are concerned, than do Welsh children about the past history of their country. They know much more about Edward I. in Scotland than about his doings in Wales; they know far more about Wallace than they do of Llywelyn the Last, or of Robert Bruce than of Owen Glyndwr. All that the Welsh boy, as a rule, knows about his country's history is learnt from about two or three pages, generally inaccurate, in an ordinary English History Reader, and the central fact impressed on his memory is the fabulous story of the 'Prince who could not speak a word of English.' Happily, a better state of things now prevails in many schools, where Welsh history is studied from the charming books of eminent Welshmen of the present day.

"What is wanted in historical teaching is bright, vivid, well-illustrated oral lessons. A teacher who knows how to give such lessons—and such teachers are not rare—can not only make the pages of the text-book sparkle with human life, but may change the dull routine of historical study into a voyage of pleasure and discovery. There is now, even for the youngest, an abundance of charmingly-written and beautifully-illustrated historical reading-books, from the pens of holders of Professorial chairs in the great Universities. But in the very lowest classes the reading-books should be strictly subservient to the oral lessons. To the very young, history should be taught as 'an epic, a drama, or a song,'

"Too many of the schools are overcrowded in the spring and summer months, when the teachers have to work under great disadvantage."

Mr. E. Roberts (Carnarvon district) reports:—

Accommodation.

"Since I last wrote there has been no great growth of population except at Colwyn Bay and a few other watering-places. The increase at Colwyn Bay has necessitated the provision of new premises for the Higher Grade Department and the absorption of the old buildings by the mixed department. New infant schools have been opened at Colwyn, Great Orme's Head, Rhosymeirch near Llangefni, and at Llanestyn in Lleyn. The Llandudno Board have opened a mixed and an infants' department at Craig-y-don, and are contemplating the erection of an infants' school on the Conway-shore side of the town. The handsome school built by Mr. William Thomas, of Liverpool, at Llanrhyddlad, and presented by him to the Board is now occupied. To this are attached two dining-rooms suitably furnished for the convenience of scholars from distant homes—a provision worthy of imitation by other school authorities. An infant school is in course of erection at Kingsland, Holyhead, and the Bangor Board are about to build an infant school at Hirael. Extensions are being carried out at Penygroes and Trefriw and others are about to be made at Llangwstenin and Glanadda (Bangor). Sites have been obtained for new schools at Gyffin and Llandudno Junction. New premises are urgently needed at Llanbedrog. The Holyhead and Cefnfaes (Bethesda) British School buildings have been condemned, and steps are being taken by the Holyhead School Board to supply accommodation in three departments for 900 scholars.

"Owing to the imperfect knowledge of school architecture in the early seventies, and the hurried manner in which schools were put up, most of the buildings built then have subsequently undergone extensive and expensive alterations. It was discovered that suitable accommodation for infants had been overlooked, that the class-rooms were undersized, the cloak-room accommodation inadequate, that the desks provided were of uniform height though the scholars were not, that the lighting, ventilating, and warming of several schools needed further attention, and that the offices of others were ill-planned, insufficient, and often insanitary. The rectification of all these defects was a slow process, and one requiring the exercise of a gentle and continuous pressure by the central authority to overcome the stout resistance of the rural ratepayers to further raids on their pockets.

Attendance.
(a) Regularity.

"In point of regularity the attendance shows considerable improvement in the towns and slate-quarrying districts, but is still unsatisfactory in many parts of Anglesey and Lleyn. Monthly and quarterly returns have been demanded from slumbering School Boards and sound asleep School Attendance Committees, resulting in a thorough rousing of the former to a sense of their duty, but utterly ineffective in the case of the latter. As local authorities school attendance committees have proved signal failures, The contributory causes to their inefficiency have been the wide areas under their control, the insufficient staff of attendance officers, their own apathy, and the want of sympathetic co-operation on the part of the magistrates.

(b) Punctuality.

"The best attended schools are those where the managers and teachers have looked at the question from a purely business point of view, and have adopted the practical measures usually employed to ensure the success of any commercial venture. The personal influence of the teacher is a great factor in this respect. He knows each individual parent and his or her idiosyncrasies, and so avoids collision with set opinions; he also endeavours to make his educational wares and premises interesting and attractive. Country children though, as a rule, less regular in their attendance than town bred children, are more punctual. The evil of unpunctuality is parental, and the remedy can best be applied by the teachers. I advisedly

and in collecting them again at its close. This is a very important consideration, especially with large classes; and one teacher calculated that by the use of this kind of desk he effected a saving of quite an hour and a half per week.

"Where these desks have been introduced slates are seldom used, as the scholars have at hand the exercise books and writing materials that may be required for the lessons.

"In the rural schools there has been some years great difficulty in getting Teaching suitable teachers. As the managers cannot afford to give large salaries, Staff. very few masters are now found in the small country schools, and their places have been taken by mistresses. Many of these young mistresses teach well, and they give every satisfaction both to the managers and to the parents of the children. The schools in Mid-Breconshire are almost entirely staffed with such teachers.

"In many of the large board schools in the populous districts a fair number of certificated assistants may be found. In several schools, both board and voluntary, though the staffs engaged may be sufficient to satisfy the Code requirements, many of the teachers employed possess low qualifications.

"Many of the candidates that have been admitted as pupil teachers in recent years have been pupils at the county schools, and the majority of them have passed the junior examinations of the Welsh Central Board. The teachers of the Pupil Teachers' Centres inform me that these candidates, almost without exception, are well up in their work, and make good progress in their studies.

"In the country schools pupil teachers have nearly disappeared. A few years ago schools that had a number of pupil teachers now have none on their staffs, and their places are taken in almost every instance by teachers under Art. 68. Teachers of this class are much decried, but in country schools they have proved to be very useful. As they can only be retained as long as they are approved by the Inspector, there ought not to be many inefficient teachers of this class. Provided their work is properly supervised by the head teachers, I see no great objection to their employment in small schools.

"Every school has its course of instruction, but it is disappointing to find Courses of that managers and teachers have not made much use of the freedom that instruction. has been given them to adopt the courses to the circumstances of their own localities.

"In country districts nature lessons are beginning to receive some attention. More would undoubtedly be done in this respect if teachers had a better knowledge of the subject, and if the managers provided the necessary apparatus for illustrating the lessons.

"In some of the schools in the mining districts lessons are given to the elder boys on subjects connected with mining, such as, coal and its formation, gases in coalmines, the safety-lamp, etc. When illustrated by experiments these lessons are generally very popular, and are much appreciated by the scholars. Lessons on such subjects are very suitable in mining districts, and it would be well if the teachers could get some intelligent man connected with collieries to give occasional lessons on underground working and its dangers.

"Drill and Physical Exercises are taught in every school, and the model Physical course is getting into use. Many of the assistant masters have gone through exercises, a course of drill when in college, and are qualified to teach the subject. Some School Boards have engaged a drill instructor to go round their schools to give the scholars the necessary instruction, and these lessons are afterwards repeated by the teachers.

"The teaching in infant schools has greatly improved during the last two Infant years. Better methods of instruction have been adopted, and the work schools. generally is on intelligent lines in the large infant schools of the district.

composition of a variety and multiplicity of sentences by confining the work too much to written and too little to oral exercises. While the majority are engaged in oral work, a minority might be employed at each lesson in writing down the sentences formed by the rest of the class, each individual being entrusted with a single sentence, so that at the end of the lesson, each member of the minority will have two or three separate sentences written on his slate or exercise book. The correction of faults in spelling or grammar contained in such sentences will form a useful and instructive sequel to the oral lesson in composition. Without recourse to some such method, and lessons in word building, etc., the deterioration in spelling which is becoming apparent, will become still more marked and pronounced.

History.

"In examination days this subject was practically neglected, and, it has, in consequence, presented greater difficulties to teachers than most subjects. At the outset they decided to confine it to the upper division, taking a period as the year's work. It was, however, necessary in the first instance to familiarise children's minds with a few elementary concepts of history. Places round which historical memories and associations cluster, possess special advantages, in that a recapitulation of the events on the very spot where they occurred, arrests the attention and excites the curiosity of the scholars, and stimulates their interest in other events of a similar character enacted elsewhere. As these occurred at widely different periods, they are led to dwell upon the different customs, dress, arms, and modes of communication of those days as contrasted with our own. On this account it is best to commence the study of history with that of the neighbourhood, and with graphic descriptions of the men who took a prominent part in the local drama, and of the probable appearance of the country at the time. In this way the teaching of history on the concentric system is begun, and the pictures so drawn can be completed in greater detail from year to year. In connection with this method of teaching history pictures illustrative of the costumes, the armour, and houses of the different periods would be very serviceable. The laws of the time and the law-makers might also be dwelt upon.

Geography
and history.

"Lessons on these subjects might be taken in the following order.

- (a) "An oral lesson by the teacher, bearing upon the contents of the Text Book to which he desires special attention to be paid.
- (b) "The silent reading, in the upper classes, and ordinary reading in the lower, of those pages of the Reader in which the facts referred to by the teacher in his lesson are described.
- (c) "A practical test by questions on the blackboard in order to ascertain how far the information has been assimilated by the scholars. These questions might be set about once a fortnight, and written answers might be expected from the upper classes, and oral answers from the lower ones.

"In this manner the geographical and historical points which the teacher desires his pupils to note would be attended to, while also the ends of composition and of spelling would be furthered.

Nature
study.

"This is a new subject and differing from other subjects in its aims and objects and mode of treatment. Whereas other subjects appeal quite as much to the memory as to the intelligence of the pupils and are intended to add to their store of general information, nature study has for its main object the awakening and the cultivating of the child's powers of observation. In the ordinary curriculum of school work, the teacher leads the way, personally conducts his pupils to all new truths, permits no departure from his own itinerary, and insists on the passive reception of, and unquestioning belief in, all his dogmas. In nature study, on the other hand, the pupils wander at their own sweet wills, follow their own bent, make discoveries on their own account, and only when bewildered and puzzled by the phenomena around them, replace themselves under the direct guidance

and instruction of the teacher. Their difficulties removed, they again set forth to continue their personal converse with nature. Such, I conceive, should be the relative attitude of teacher and taught with respect to this subject, both in and out of school. But what do we find in too many schools? No discrimination in the methods employed, the subject made to stand in line with other subjects treated identically the same, and fed and nourished by copious readings from nature study readers. Lessons on subjects are often selected which cannot be locally illustrated, and are often chosen from text books which cannot possibly embrace every school environment within its covers. There hardly exists a rural school which is not surrounded by a rich variety of phenomena, growths, and animated life upon which children can bring their powers of observation to bear with radiant pleasure and delightful profit. These should be sought and studied, and not the stereotyped and hide-bound homilies, however eminent their authors and excellent their contents.

"Physical training, since its compulsory inclusion in the curriculum of Drill school subjects, has very considerably brightened school life, and has had a perceptible influence on the carriage and physique of the scholars. At its first introduction, it was confined too much to the pleasurable side, and to the development of a limited set of muscles. The issue and general adoption of the 'Model Course' has systematised its study, and given it a definite aim and end. Both parts of the training are thoroughly enjoyed by the scholars, and equally appreciated by the two sexes. Not infrequently the girls outstrip the boys in the accuracy and precision of their military movements; and, in view of the zest which they display, it would be unkind to deprive them of a full participation in all the exercises. There is, however, an initial difficulty. All teachers are not equally competent to instruct, and yet all agree that the instruction would be best imparted by themselves and class teachers. Saturday morning classes are, therefore, required, where teachers of all grades can be thoroughly taught by non-commissioned officers the various exercises contained in the Model Course. This would enable the head teachers to make the necessary arrangements for teaching the subject to divisions or classes, as the composition of the school staff, and the size and suitability of the playgrounds would best admit. At the present time many schools have no playgrounds, and the surfaces of several are quite unsuitable for military or other drill.

"Allowing that managers are doing their part, Inspectors can only endeavour to ascertain in the time they can devote to any individual school, whether the head teacher has a clear mental grasp of the whole field of work that he has to superintend and successfully cultivate; whether the processes of cultivation are intelligently conducted; whether the assistants are, one and all, following his designs and instructions, and are intelligently co-operating to bring about the desired result. The scheme of work in all subjects is carefully thought out before the commencement of the educational year; the time-table is drawn up to suit the work to be accomplished; the teachers are each placed where they can do the best work. In these matters, the Inspectors can offer useful advice and assistance. This having been accomplished, a syllabus of work for each class for each term must next be drawn up, and recorded in suitable books, to be supplied to each responsible member of the staff. The methods of teaching to be employed, for each subject have next to be determined. Arrangements have to be made that one lesson succeeds another with a minimum loss of time. Vigilant supervision has to be exercised by the head teacher that the whole machinery is working evenly, and in perfect order. At the end of the term, the machinery is stopped so that the work done may be carefully examined in detail, and minute observations of its quality entered in the record books. These are examined by the Inspector, carefully noted, and, if necessary, criticised. He may also offer suggestions, with a view to further improvement. So the process continues to the end of the educational year. The Inspector does not always find that the system outlined is being carried out in its entirety. He notices the absence of the provision

Work of
inspectors.

of intelligent methods ; of prepared notes of oral lessons to be delivered ; of a record in a class teacher's diary of the work accomplished in each subject ; of neatness and habitual correction of scholars' exercise books, and of care in the conduct of terminal examinations. These are points which he has not the time to accurately ascertain in all their bearings, as many other duties devolve upon him when he visits a school. The managers are expected to see to much of this ; to take care that the term examinations are properly conducted, and to examine the worked papers."

Mr. Darlington (Aberystwyth district) reports :—

School
premises.

"Several new schools providing additional accommodation have been built during the past two years, and others intended to replace buildings which, for various reasons, had become unsuitable, are now approaching completion. Class-rooms have also been provided in several cases where none before existed ; and in a good number of instances, where the provision of an additional class-room appeared to be unnecessary, the same end has been served by the erection of moveable glazed partitions. These partitions have been found to answer extremely well in practice, and I believe that many more schools will adopt them in the near future.

"A good deal of trouble has been taken to secure better lighting and ventilation of schools. Mechanical appliances, such as Boyle's ventilators and Tobin's tubes, have in many cases been adopted ; and additional windows have been inserted in a large number of schools. I cannot, however, say that I am satisfied with the attention paid in many schools to the important matter of ventilation. Even when proper means of ventilation are provided, sufficient use is not made of them ; windows are not opened as often as they might be ; and at the visits of inspection, even the Tobin's tubes have sometimes been found closed !

"The state of the playgrounds in some parts of the district leaves something to be desired ; their surface is often rough and uneven, and the surface drainage needs more attention from some managers than it receives.

"Improvement is, however, being made in all these respects, and in particular the new requirements of the Code with regard to physical exercises are having the effect of causing attention to be paid to the necessity of levelling the playgrounds. Very few of our playgrounds possess a covered shed ; though in country places, where the children arrive at school before the time of opening, and do not go home at mid-day, such sheds would serve a very useful purpose, particularly in bad weather.

"We have endeavoured to provide for the greater safety of those children who, living at a considerable distance from school, are obliged to spend the mid-day interval on the school premises, by insisting on guards being placed round all fireplaces and stoves. In the necessary absence of supervision over such children during the dinner hour, such guards are absolutely indispensable to prevent accidents.

"A gradual improvement in desks and other apparatus is going forward. Old, clumsy, and unsuitable desks are being removed to make way for others of a better pattern, and the schools for older scholars are now, as a rule, sufficiently well supplied in this respect, though there are exceptional cases in which improvement is urgently called for.

"The quality of the maps in use in many schools has greatly changed for the better in recent years. It has become far more customary to adorn the walls of schoolrooms with pictures of an educational or artistic character, and a specially pleasing feature in many of the schools is the habit of growing plants in the window-sills—a habit which owes very much to the encouragement of my colleague, Mr. Short, who has infected many of the teachers with his own love of plants and flowers.

"The infants' class-rooms in the smaller schools are not relatively so well supplied with apparatus as the rooms used by the older scholars, desks in particular being sometimes insufficient in number, as well as not satisfactory in type. Much, however, is being done to improve matters here also.

"The cumbersome galleries which, until lately, were a familiar feature in almost every infant class-room, and frequently occupied a considerable portion of the available cubic space of such rooms, are fast disappearing in the smaller schools, and their place is being taken by suitable infants' desks arranged on the level floor. There are many objections to these galleries. The space underneath them, which can seldom be readily swept out, harbours dust and all manner of uncleanness, which makes them objectionable in a sanitary point of view; the teacher cannot move easily among the children in a writing or drawing lesson; and the scholars in the highest seats necessarily breathe a great deal of impure air.

"The necessity or desirability of providing increased staff has been pressed upon managers in many cases, and it is but fair to say that they have generally seen the justice of the requirements, and so far as the means at their disposal have allowed, have readily provided additional assistance. Very few schools, except the very smallest, are now taught by a master or mistress single-handed. The qualifications of the assistant teachers are, however, sometimes not all that could be desired. We have still far too many inexperienced monitors and young pupil teachers in charge of classes. There is also a considerable number of women recognised under Article 68 in our schools; some of them are old pupil teachers who have failed to pass their final examination, but who have nevertheless had a training in method, which stands them in good stead; others show natural aptitude for teaching; but there is also a residuum whose qualifications for their work are very indifferent. I could wish that more of our infant classes in rural districts were in the charge of teachers of pedagogical tact and training. The chief difficulty, on the other hand, in the infant schools of the towns is not in the *personnel* of the teaching staff, but in the unmanageable size of the classes under the charge of a single teacher, even where the technical requirements of the Code are satisfied.

"I think that the instruction generally has gained in method.

Instruction.

"The regular keeping of syllabus and record books, and the holding of periodical examinations, greatly contribute to this result: and, for this reason, if for no other, it is highly important that these two requirements should continue to be punctually observed.

"With respect to reading, the Welsh-speaking portions of the district have to contend with special disadvantages; and I remain strongly of opinion that the intelligence, not only of the reading, but of the school-work generally, would be greatly increased if the plan were commonly adopted of teaching Welsh-speaking children to read their own language before an English reader is put into their hands. At present this is done hardly anywhere; as a rule, either Welsh reading and English reading are taught *pari passu*, or the teaching of Welsh reading is postponed until the mechanical difficulties of English reading have been overcome.

"The objection to the former plan is that it involves teaching two entirely different systems of sound representation at the same time, which cannot but be confusing to the minds of young children. The latter method is open to the equally grave objection that the more difficult and complicated system of orthography is thus taught before the simpler and more regular.

"I regret to say that many teachers avoid the difficulty by omitting to teach Welsh reading at all. They are, of course, within their rights in doing so: but so long as Welsh continues to be a spoken and written language, it is difficult to see how the omission to teach its use as a literary instrument can be justified.

"A great and gratifying improvement has taken place during the past two years in composition, both oral and written. The subject is now systematically taught throughout the school, and though the methods employed

Composition.

are sometimes open to criticism (*e.g.*, the correction of inaccurate sentences framed by the teacher or copied from a text-book is far too frequent) the subject has on the whole been taken up by teachers and scholars with great interest and with good results.

History.

"The teaching of history is not so satisfactory. In the majority of our schools it is a new subject, and the teachers have not yet become thoroughly accustomed to it. They are consequently too much in the habit of confining themselves to the subject matter of the reading books, which are often not specially suited to the needs of Welsh children. Not only are the style and language of many of these books too difficult for children who read English as a foreign tongue, but most of them dismiss with the most summary mention the matters in which Welsh children would naturally take the greatest interest, *e.g.*, the Conquest of the Marches, the struggle of Llywelyn ap Griffith against the English power, the revolt of Glendower, and the like. The subject generally needs to be taught in a less bookish way, the subject matter of the readers should be supplemented by lessons on the local history of the neighbourhood, and more pictures illustrative of historical events and ancient customs are required. Of the two methods of teaching, which are commonly adopted, the 'concentric' seems to give the best results in practice; but some teachers prefer to work by the periodic method, and I think it a mistake in this matter, as in all others, to urge them to change against their conviction, when based on experience."

Mr. Hughes (Swansea district) reports:—

"A steady improvement all round has to be chronicled during the past two years.

increase of
interest in
education.

"There has been in particular a noticeable growth in public interest; more people now take an intelligent and sympathetic care in the work of the schools; the discussion of educational topics is on the whole, and excluding, of course, recent political controversy, more real and rational. This is a most hopeful sign, for unless we can get the people thoroughly interested in the education of their children, the school will suffer from neglect on the one hand, or the evils of bureaucracy on the other. Parents' meetings, school concerts, exhibitions, and other means, have been adopted by the teachers in this district to increase the interest of the parents."

"Besides this popular interest in education I am glad to notice a growth in the professional interest of teachers. Not only have we societies composed of both primary and secondary teachers, and intended for the discussion of purely pedagogic questions, but in other cases elementary teachers arrange for courses of lectures on such subjects as nature study and brushwork, to be given either by one of themselves or by an outside authority. I hear, too, of some of our teachers attending summer courses at the Isle of Wight, Ambleside, etc., all of which are of the happiest augury for the future. I find managers, too, both board and voluntary, anxious to make themselves conversant with the professional side of the school work. Unfortunately, in the case of the larger School Boards, the periodic visiting of the schools by the Managers is by no means as regular or as satisfactory as it should be."

attendance.

"A slow—indeed too slow—improvement is noticeable in the regularity of attendance. In the urban areas generally, and where the schools are comfortable and efficient, the attendance is, as a rule, fairly satisfactory. In the rural areas, where too often the school is uncomfortable, poorly staffed, meagrely equipped, and therefore generally unattractive, where, indeed, the poverty and harshness of the environment impress themselves, and are reflected in the spirit within, and where, moreover, there is in the homes but little of that faith in the virtue of culture found elsewhere, the attendance is generally unsatisfactory."

"In these country schools agriculture makes considerable claims upon the services of the children; and, personally, I can see no solution of this problem of child labour through more stringent laws or more conscientious magistrates. Until social conditions are such as to enable a labourer to earn sufficient to rear his family without the assistance of wife or children, such out-of-school employment of children, and consequent irregular attendance at school, are bound to occur.

"The provision of school premises has gone on satisfactorily. Some of the best school buildings I know, are those erected by the Swansea School Board, and the new Manselton schools are a monument of the public spirit and foresight of the Board. The poorest schools—board and voluntary—are, of course, a sharp contrast to these. These, however, are disappearing or being improved. The variation referred to in the relative efficiency of school buildings is almost entirely due to the variation in opportunity. Premises.

"I find that however careful one is, the number of unqualified teachers in the school still grows. All round, pupil teachers are decreasing, the commencing salary is so small that in many areas it is impossible to get male pupil teachers. Staff.

"Then again the trouble of preparing them for their final examination is a great burden on the rural teacher, and, moreover, in but a few cases is this training sufficient to enable the pupil teacher to compete successfully for King's Scholarship. So, unless a pupil teacher centre is available, the number of pupil teachers in a school soon reaches a vanishing point.

"A good deal of controversy has recently arisen in this district as elsewhere, as to whether our schools are not under the present system of inspection actually deteriorating, and figures have been put forward to show that children are not age for age as advanced as they were under the old dispensation. Of course, the validity of such figures is extremely questionable, for the standard of classification varies enormously not only from year to year, but from school to school, and in any properly organised system of schools a certain proportion of children are bound to be 'out of their place' in school, for Nature has definitely refused to bless all children with the same intellectual capacity. There is one preliminary remark I should like to make, and it is this, that men live up to the standard you set up for them, and slaves cannot become freemen by a stroke of the pen. It will take many years before the last traces of the old vicious system of rigidity of classification, payments by results, and annual examinations disappear from our schools, and it is unreasonable to expect the present elastic system, based as it is upon perfect confidence all round, to attain perfection at once. I believe, indeed, that the spelling in our schools to-day is not so correct as it used to be, the arithmetic is not so accurate, and I further fear that the poor teacher is poorer than he used to be, nevertheless I am certain that the bitterest enemy of our educational system could wish nothing better than that we should go back to the old system of which, I, as a boy, retain vivid recollections, go back to the minute classification, the stereotyped calculations, the deadly routine of the old days. If a poor teacher can avoid hard work better under this system than he could under the old, yet it must be remembered that under the present plan the good teacher (and I am glad to think such are the vast majority) can do infinitely better work than was possible to him under the old regime. Inspection and examination.

"As I have hinted the present system depends entirely upon the personality of the teacher and the cry of outsiders for examinations would not be heard did the proper person always examine regularly and thoroughly. Examinations, of course, are of the greatest value when they are conducted properly, and by the proper authorities, and it is obvious that if this cry from outside is to be met effectively, it must be met by the teachers themselves carrying out in every detail the requirements of systematic and periodic examinations. I am satisfied, however, that our schools, despite these depreciatory cries from outside, are progressing even as instructional machines, whilst as places for the development of men and

women, I am convinced that the recent changes by securing elasticity have enormously increased the facilities for the development of individuality in the school.

"I think all teachers themselves fully realise how completely the present system depends upon the conscientiousness that they bring to the discharge of their duties.

Continuity
of training.

"There is a distinct raising of the professional interest noticeable. Instead of the old constant comparisons of per centage results, teachers are now constantly discussing and comparing the introduction of new methods into the class-room, and of new subjects into the curriculum. They welcome new ideas and invite criticism. A good deal of misunderstanding and discontent have arisen here as elsewhere owing to the lack of continuity in the work of the kindergarten, the primary and the secondary school. Complaints are heard from primary teachers of the unsatisfactory training of the kindergarten, and similar complaints are made by secondary teachers of the primary school work. The present lack of continuity in training is undoubtedly most unfortunate for the children and the community. In this matter, I consider that every school is entitled to complete liberty to give of its best to the child during the years the child is committed to its care. 'How can I best allow this child to develop?' is the supreme matter for each school to consider.

"Considered thus, it is evident no school is merely preparatory to another, on the contrary the primary school must build upon the work of the kindergarten, and the secondary school must build on the work of the primary school, so that reforms of curricula must proceed from below, upwards, and not from above, downwards. In Wales a good deal of feeling has been aroused owing to lack of recognition of this truth. We find secondary schools asking for special preparation from the primary school instead of taking, as I hold they should, the best product of the primary school course.

"Finally, there is one general remark that I should like to make, and that is to emphasise what I have already hinted at as to the lack of growth of resourcefulness in our pupils. Too often, indeed, pupils leave school unable to do anything for themselves. Give them a book, and ask them to read it and tell you what it is about. You will quickly find that even in such a purely literary task as that they are curiously deficient. Now, I have noticed continually that this lack of self-resource is most pronounced in our large, well equipped and staffed town schools, and least marked in the meagrely equipped and staffed country school. The reason is obvious—the country children are left to themselves for hours every week, the town children are not. There can be no doubt that our trained teachers are apt to teach far too much—the children are never allowed to surmount an obstacle for themselves—they are not allowed to think a matter out for themselves—the food in front of them is arranged so scientifically, it is so carefully sifted and chosen, that the mastication becomes a most mechanical process. The fact is, indeed, that, paradoxical as it may seem, the best schools to-day are turning out the worst trained children, and until we can get our teachers ready at times to suppress themselves our children will be turned into the world cripples, unable to walk without crutches. Manual training alone will not meet this difficulty. Until we can inscribe Power and not Knowledge as the aim of training, we shall suffer from a bad system of education.

"To help in this growth of power, of self-resource in our scholars, and at the same time to obviate, to some extent at any rate, the necessity of a leaving examination, I have been endeavouring to introduce into our town schools a plan that I first saw adopted in the country schools. To every child in the top class of the school, say, the sixth and seventh standards, an exercise book is supplied. This is a well bound book of

about 600 unruled pages. This book is always in the child's possession, his arithmetic is worked in it, his notes of nature study are included in it, and his composition and dictation are duly included, corrected and dated. But more than that, instead of an ordinary geography lesson, the child will have beside him an atlas, measuring tape, a geographical reader and this exercise book, in which he will record the results of his study of the atlas and reader in the form of notes. These notes he will subsequently work up into a piece of English composition. Similarly, his study of history will be based upon the reader, a *silent* reading lesson and a taking of notes, and a subsequent piece of composition. Thus he will learn for himself how to acquire knowledge, and he will learn how to use a gazetteer, a dictionary, a map, and a reading book. Finally, at the end of his school course he will have in his possession this book, which will be a complete record of his work during the last one or two years that he has been at school. It will contain not only his best, but his worst work also. I can foresee considerable emulation not only amongst the scholars of one school, but amongst different members of the same family, in securing the best exercise books, for I propose that at the end of this book should be printed a "leaving certificate," giving the head master's certificate as to the genuineness of the contents and the character and general behaviour of the scholar.

"These books may be called for and initialled by the inspector when he visits the school, and their value would thus doubtless be enhanced. Would not such records be of much greater value than the suggested leaving certificate? I can, at any rate, quite appreciate the value of such books to employers."

These interesting reports of my colleagues give, I think, much encouragement to those who have at heart the welfare of the primary schools in Wales.

I have the honour to be, etc., etc.,

To the President of the Board of Education. A. G. LEGARD.

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GENERAL REPORT for the Years 1901 and 1902, by W. E. CURREY, ESQ., one of His Majesty's Chief Inspectors, on the SCHOOLS in the EASTERN DIVISION, comprising the COUNTIES OF BEDFORD, CAMBRIDGE, ESSEX, HERTFORD, HUNTINGDON, NORFOLK, SUFFOLK, and parts of LINCOLN and MIDDLESEX.

MY LORD,

I have the honour to report on the Educational condition of the Eastern Division for the last two years.

1.—SUPPLY.

The supply of new schools and the additions and improvements to schools already existing, appear to have been satisfactory throughout the Division, when allowance is made for the poverty of many parishes. The Aid Grant has continued to be of much use for providing better furniture and general equipment.

2.—ATTENDANCE.

The Inspectors of the Division generally agree that no great improvement has taken place in the rural parts, and that where especially good attendance is found in a country school, the credit is almost entirely due to the energy and efficiency of the managers and teachers, while the local authorities are usually indifferent, and often hostile, to the retention of the children for the time at which they can be used for labour.

In places where fruit or flower picking is an important business, the work of even small children becomes valuable, and some use may reasonably be made for relaxation of rules in emergencies, but the bulk of the illegal employment of children is no such excuse, and is often part of a systematic evasion or defiance of the law.

The revision of the bye-laws, with the consequent adoption in many cases of a higher exemption standard, has not yet effected any general improvement. I subjoin some notes of the Inspectors on the attendance question in their Districts:—

Mr. Bartlett:—

A marked improvement has taken place in some eight or ten places which are under the jurisdiction of School Boards, but, with two or three passing exceptions, this improvement is unfortunately not due to any sudden awakening of conscience or desire for reformation, but to pressure from headquarters.

In the cases of three important rural boards, monthly returns have been forwarded of the attendances of all children who have failed to make at least 80 per cent. of the possible total.

Cambridge
District.

"In two of these cases the effect has been decidedly beneficial ; in the third case the extreme penalty of being declared *in default* was averted by the submission of new bye-laws, raising both age and attainments, and accompanied by promises of amendment. A recent inquiry elicited the fact that, up to that time, children of 12 years of age and upwards still continued to enjoy complete immunity from compulsory attendance."

Mr. Oliver:—

Boston
district.

"The attendance showed a steady improvement until the beginning of this year, and Local Authorities, in most cases, evinced greater interest in their duties.

"But I am sorry to report that this improvement has not been maintained. Many authorities are waiting to see the course of events, and have relaxed their exertions. Nevertheless, I think that the attendance of the district, as a whole, compares not unfavourably with that of other country districts. The duration of school life has not decreased, but the average age of leaving is not higher than when I last reported."

Mr. Swinburne:—

Beccles
district.

"In some respects attendance shows improvement, the legal conditions of exemption having risen ; but of late years there has been a distinct recrudescence of the old rural apathy and aversion to the diffusion of knowledge."

Mr. Henderson:—

Ipswich
district.

"The two years just elapsed have, I think, been marked by some progress, as far as the action of the School Attendance Committee and School Boards are concerned. The general revision of bye-laws has not only been effective in raising the standard of proficiency, and practically of age, at which children leave school, but also in removing the grounds of not altogether unreasonable complaints as to anomalies in the conditions under which children in different localities are compelled to attend school.

"Such anomalies still exist, and in the Stowmarket schools the children on one side of the river might claim to leave on passing Standard IV., while the less favoured ones on the other side are required to pass Standard V.

"The Stow Union enjoys, or did until lately enjoy, the distinction of being the only one in my district in which Standard IV. is still the standard for total exemption.

"In Ipswich steps have been taken to encourage and improve regularity of attendance, and the results have been highly satisfactory."

Mr. Claughton:—

Bury St.
Edmunds
district.

"So far as attendance is affected by the authorities, I consider the work of the School Attendance Committee for the Borough of Bury St. Edmunds and of the School Boards for Thetford, Sudbury, Haverhill, and some of the larger villages to be satisfactory, but I cannot praise the efforts of the School Attendance Committees for the Country Unions, and the less said the better about the work of the smaller country School Boards.

"Many children still drop out of school life without satisfying the Education Acts."

Mr. Tillard:—

Norwich
district.

"On the whole, I think, attendance remains much as it was, with perhaps a tendency to improve ; but there are still unsatisfactory spots. Personal influence and the tone of the school are potent factors in cases of remarkable regularity."

Mr. Mines :—

"It would be interesting and instructive to ascertain with what degree of regularity the so-called 'hooligans' of our day attended school up to the age of fourteen years. If magistrates who have to adjudicate in cases of irregular attendance would, from time to time, visit some of the schools in their districts, and make themselves familiar with the teachers' difficulties, they would perhaps be more ready to co-operate with the local authorities in persistently following up those cases in which parents seem to be regardless of the real interests of their offspring. The employment of children in connection with flower, fruit, and potato growing in the neighbourhood of Wisbech, is an ever increasing difficulty. The attempts made by managers of schools to cope with the difficulty by a re-arrangement of the school holidays have been only partially successful."

King's Lynn district.

Mr. Dugard :—

"The average attendance has increased 10 per cent. in the two years. The quality of the attendance of older scholars in the urban schools is steadily improving ; regularity is becoming more a part of the ordinary condition of things. This is mainly due to the sustained efforts of the teachers, and the attractive influence of a well-taught school. Thus, at Buckhurst Hill Board School 112 boys, out of an average attendance of 276, have made 'perfect' attendances during the past year, i.e., they have neither been absent nor late ; and 190 have made over 400 attendances. Several other schools approach this with a percentage of attendance of 90 or more throughout the year."

Chelmsford district.

Mr. Boyd Carpenter :—

"In many cases the managers now recognise the loss sustained by the schools under their control through irregularity, but their efforts to amend matters receive but scant encouragement from some of the school attendance committees and the slow and cumbersome method of procedure, when once the attendance committee is stirred into activity, hardly has time to take effect before the irregular children pass beyond the scope of its authority. In one union of my district 70 per cent. is considered by many managers and the attendance committee satisfactory, and in one school an average attendance under 70 per cent. was considered good by the managers."

Colchester district.

Mr. Field :—

"In the country districts there are still many complaints, and without doubt there is usually good ground for them. The attendance committees are not always zealous, and they are often far too ready to accept the excuses of their officers when definite cases of remissness are reported. It seems to depend too much upon the officer himself, whether he is effective or not in the discharge of his duty. He is usually first of all relieving officer, and poorly paid for his secondary work of looking after attendance at school. Remarkable improvement in attendance always follows on the replacement of an ineffective officer by a better man, the schools begin to be regularly visited, reports receive attention, truants are brought in."

Edmonton district.

Mr. Wix supplies tables showing "a slight but satisfactory progress," and that "in no Union does the percentage of the average attendance fall below 83."

Bedford district.

3.—SCHOOL STAFF.

TEACHERS UNDER ARTICLE 68 AND PUPIL TEACHERS.

The staff is in most cases reported to be adequate. In my own district the managers of small schools usually supply more than the minimum requirement, and, considering the difficulty of finding suitable candidates in small country parishes, I do not think that there is much reason to complain of the selections made for the office of teacher under Article 68, or of pupil teacher.

The practice of sending teachers of the former class, who have not had previous experience of teaching, for a short term of training at one of the best available schools, is gaining ground, and deserves special encouragement.

It is too early to say much about the effect of abolishing the annual examination of pupil teachers. I find that many of them are doing a considerable amount of good work either for correspondence classes or for their own head teachers, when they do not attend a central class.

What they generally seem to want is more regular and systematic supervision of their teaching by the head teachers. Short lessons of about fifteen minutes, carefully watched and criticised once a week, would be of great value to the young teacher, and to the school.

Mr. Oliver :—

"The staffing of the schools is, on the whole, satisfactory. Very few managers, I am glad to say, are content to satisfy only the minimum requirements of Art. 73. In most cases, my recommendations for increase of staff have been met with commendable promptitude.

"The number of teachers applying for recognition under Art. 68 is largely on the increase, for even a liberal salary will not attract well qualified teachers under Art. 50 to remote villages.

"In the case of candidates for Art. 68 without previous experience of teaching, I have considered the practice of recommending them to undergo a brief period of training in a highly efficient school before entering upon their duties. Thanks are due to the managers and teachers of several schools who have lent themselves to this good work.

"I much wish that it were in my power to recommend a special grant to a few of the best girls' and infants' schools, conditional upon their receiving and training a certain number of candidates for Art. 68.

"I trust that the character of the pupil teachers' instruction, and the level of their attainments may be maintained under the new system. When pupil teachers attend central classes there will be less risk of deterioration.

"In the case of two of the four pupil teachers' centres in the Boston district, it has been determined to substitute other examinations by independent authorities for the examinations hitherto held by the Board of Education."

Mr. Henderson :—

"The centre established by the Ipswich School Board continues to do very good work, but hitherto only one voluntary school, St. John's Nat., has taken advantage of the opportunity offered of sending pupil teachers to it.

"In country schools the number of pupil teachers certainly does not increase, and I regret that, with some exceptions, the schools in which they would receive the best training are becoming reluctant to engage them.

"In others they are evidently employed simply because they are cheap, and I find them sometimes in schools where they are not likely to gain much advantage to themselves, though I may not be able to report actual neglect of duty on the part of the managers and teachers.

"There is, I think, only one school in my district from which, on my recommendation, the right of employing pupil teachers has been withdrawn."

Mr. Tillard:—

"Few people probably are satisfied with the present pupil-teacher system. It seems likely that both a better training and better education would be secured for them if after a course of about 3 years at a secondary school—uninterrupted by school duties—the pupil teacher were then to undergo a year's serious practical training in teaching at a specially selected school.

"The superintendence of pupil teachers should not, in my opinion, depend on a paper qualification, but should be entrusted only to masters and mistresses who show special capacity for this branch of the work."

Mr. Mines:—

"In many of the rural schools, the staff, although sufficient to meet the requirements of Article 73, is quite inadequate for teaching purposes. It is possible for one teacher to teach 50 children whose ages and attainments are fairly equal, but to teach 50 children of varied ages and attainments in three or four different classes is quite a different matter; and very few teachers are able to perform the latter task with any degree of efficiency. But it is sometimes very difficult to bring conviction to the minds of managers of schools and especially members of rural School Boards on this point. When assistance is provided in schools of this size, it is most frequently in the form of a teacher under Article 68. Some of these teachers, it must be admitted, are doing most useful work for which they receive very little payment.

"It has not yet been found practicable to establish any regular Central Classes for the instruction of the pupil teachers of the district, but I have no reason to think that their instruction is neglected.

"The abolition of the annual examination of pupil teachers will no doubt be of great service to those who are taught at centres; but some of the head teachers of rural schools have given expression to gloomy forebodings as to the probable effect on their pupil teachers of the withdrawal of so valuable a stimulus. In such cases, I have recommended the substitution of periodical examinations by some suitable independent examiner or body of examiners."

Mr. Dugard:—

"The larger town schools, both Board and Voluntary, are well provided with adult assistant teachers. Too many country schools under both kinds of management, are, however, still unprovided with a staff sufficient to secure effective class and individual instruction.

"The number of teachers employed under Art. 68 continues to increase in the country schools. They are of varying degrees of usefulness. Where—as at Moulsham St. John's N.S.—the head teacher has the opportunity and ability for the proper training and supervision of these assistants, they often do remarkably good work, but too commonly the head teacher's time is so fully taken up with his own two or three divisions that the inexperienced Art. 68 gets very little in the way of advice or help.

"The instruction of pupil teachers is improving, if I may judge from the increased number of successes in the King's Scholarship Examination. In the case of central classes the abolition of the intermediate annual examinations will not, I think, seriously affect progress."

Mr. Boyd Carpenter:—

"A steady and growing disinclination is evinced by managers and head teachers alike to the appointment of pupil teachers in a country school. It is felt that the rural pupil teachers, without any of the advantages of special training given to those who have the opportunity of attending central classes, can, unless of exceptional ability, have little chance of securing a good place in the King's Scholarship Examination. In consequence of this feeling, there is a tendency to meet the demand for additional teachers in country schools by appointing monitresses, who when they reach the age of eighteen are promptly presented to the Inspector for approval under Art. 68."

Mr. Field:—

"In the King's Scholarship Examination of 1901 the results from the Voluntary and Board centres at Tottenham were as follows:—

| | Presented. | Class I. | Class II. | Class III. | Failed. |
|--------------------------|------------|----------|-----------|------------|---------|
| Tottenham Board Centre. | 20 | 10 | 10 | — | — |
| Tottenham Church Centre. | 17 | 1 | 10 | 5 | 1 |

"If the undoubted advantages of the Board pupil teachers as regards the time they give to study are fully taken into account, there is still too great a margin of difference; and the explanation is to be found in the quality of the candidates presented for apprenticeship. Neither in ability nor in preparation are the candidates from Voluntary Schools equal on the average to the candidates from Board Schools, and I cannot think that managers and head teachers are always as careful in their selection as they ought to be. Of the presentation from the Hertford neighbourhood I can speak still less favourably.

"It is worth notice that two important School Boards, those of Hornsey and Edmonton, have discarded pupil teachers, and now employ adults only. From the point of view of practical advantage in the organisation and instruction of schools, few will dispute their wisdom. Juvenile teaching does not pay: it is not until nearly grown up that a boy or girl teacher becomes really useful. Pupil teachership may be viewed at present either as a financial expedient in necessitous cases, or as a means (though perhaps not the only or the best means) of bringing up young people to the teachers' profession. Not only the possibility that this source of supply may fail, but the scarcity of teachers already apparent, suggests the need of other provision. Perhaps in the future there will be secondary schools for the instruction of would-be teachers, an adequate number of training colleges to receive them afterwards, and an extended training college course providing better preparation in the practice of teaching."

Mr. Wix:—

"Result of last year's pupil teacher examinations: Passed well, 57; fairly, 55; below fair, 14.

"Teachers are divided as to the probable effect of recent regulations, but many are decidedly opposed to them; this is partly the result of a natural conservatism, but many say with some reason that whereas the best pupil teachers will probably benefit, pupil teachers of ordinary ability, who are, of course, the vast majority, will miss the guidance and stimulus of a periodical examination conducted by an independent and competent outside body, and that no test can have the authority possessed by the old examinations conducted by the Board of Education."

4.—INSPECTION AND PROGRESS IN ELEMENTARY WORK.

(Article 15 (a) and (b)).

I find that my colleagues in the Division continue to be satisfied with the working of the system of inspection without formal examination.

They generally admit that there is some loss of accuracy in spelling and the working of sums; but that we get as a compensation a wider range of general knowledge, a greater facility of expressing thoughts by the practice of composition, and a greater knowledge of English language by more extended reading. In arithmetic it is also noticed that children are better able to deal with questions requiring some thought for their solution.

Although we have certainly not reached perfection in educational methods, there seems to be good reason to believe that we are making sound progress, and to hope that we shall continue to do so. What we most want is a more enlightened and sympathetic public opinion to encourage the efforts of the teachers, so as to make the schools thoroughly useful to the country.

Mr. Oliver:—

"The work has, I believe, been conscientiously and effectively carried on under the altered conditions.

Education
review.

"As time goes on the schemes of instruction show more originality, and teachers as a whole have made an earnest and successful effort to cope with the increased demands upon them. Managers very rarely take any part in the settlement of schemes of instruction.

"Among the elementary subjects, reading and recitation show marked improvement. Enunciation has improved greatly. In many schools a larger variety of reading has been introduced, and the children's interest thereby brightened. Handwriting also has made decided progress.

Elementary
subjects.
Reading and
recitation.
Handwriting.

"In a great many schools the upper classes now produce very creditable writing in unlined exercise books.

"Writing in the infant schools is also a strong point. In the upper classes exercise books with lead pencil have been generally substituted for slates, with good results. Spelling is certainly less accurate than it was under the old system, as is shown by the fact that most of the failures in writing of labour certificate candidates are due to bad spelling.

Spelling.

"Simple composition is now very generally taught throughout the school, with satisfactory results, as shown by the greatly improved style of the oral answers.

Composi-
tion.

"Arithmetic, taught generally upon the old Code lines, is highly satisfactory. Stricter attention has of late been given to oral arithmetic, and the explanation of the reasons for processes, with satisfactory results.

Arithmetic.

"There is a marked improvement in intelligence in this subject, and, I think, no serious falling off in accuracy.

- English grammar. "Schemes rarely provide for much instruction in English grammar independently of the instruction in composition. But I am disposed to think that the provision made for this subject is sufficient.
- Geography. "Geography has, I think, suffered in fulness and accuracy from the general tendency to rely upon reading books too much for teaching this subject, and the impossibility, with an extended curriculum, of supplementing the reading with the same number of oral lessons as formerly. At the same time, speaking generally, I think that instruction in this subject has gained in breadth and intelligence.
- English history. "Greater attention is being paid to English history, the basis of instruction being a brief outline of main events for the lower classes, and a more detailed knowledge of a period—usually the reign of Victoria—for the upper classes.
- Common things. "Lessons on common things are now given in every class of every school, and illustrations of a more or less satisfactory character are used.
- Needlework. "The instruction in needlework maintains its former high level. It is sufficient to say that the Directress of Needlework has hardly ever marked below 'Good' any specimens submitted to her inspection.
- School premises. "School premises are now, with a few exceptions, satisfactory, and there are not many cases of overcrowding.
- Apparatus. "The supply of apparatus has kept pace with requirements. Nearly every school now possesses a musical instrument, and a more or less well filled museum cupboard.
- Libraries—Banks. "The number of school libraries is not large, I regret to say. But School Banks, especially in the Spalding Union, where they have received most liberal encouragement from Mr. H. S. Maples, are flourishing."

Mr. Swinburne:—

- Is rural education a failure? "Not only the premises but the mental plants within their walls have steadily improved—though no longer (mercifully) hothouse plants. Experts may here and there detect flaws—but where cannot they?
- "The gardens, as far as they go, are admirable. The mischief is that their human fruit, even with the longer period now wisely required, is still plucked before it is ripe. The child leaves the school morally, physically, and mentally sound for his age (say twelve years). It is in the uncultivated waste that supervenes on school life that that deterioration occurs which gives the only ground for the alleged 'Failure of Education.'
- "Failure! The *morale*, the physique, the culture of the children, with their schools, have risen by leaps and bounds since 1870. No, there is no failure in the schools; the failure is outside—a failure to move with the times.
- "A slight loss of accuracy is a trifling price to pay for so great an advance. Recitation, reading, composition, object lessons, and teaching, generally, show marked improvement, while the drawing and needlework elicit much praise from independent examiners on the staff at Whitehall.
- "Of course the marks and scars of the fetters take time to disappear, and with some will never disappear. But one has only to visit a school during the religious instruction, where the old ideas still prevail, a week before the 'Examination,' to realise by comparison the wisdom of the beneficent change. It is for us and not for them to choose the methods—and on the whole the teachers have risen well to the responsibility—though there are still many who (for example) shrink from excursions, etc., because there is 'nothing interesting in the neighbourhood'—or from museum, because they do not yet realise that the best teachers are but learners still. It is gratifying to note how children now begin to learn to use dictionaries, atlases, etc., instead of uselessly trying to convert themselves into similar lists of names, places, etc.
- "The metric system is still taught generally as a subject likely to be dropped from year to year. In many cases, decimal fractions are viewed as a special class of sums—not to be introduced into any other arithmetical process, as 'Art Lessons' are regarded as distinct from illustrations, say,
- Elementary subjects.

in Geography, etc. It is not uncommon to find that an ordinary 'decimal' is converted into a vulgar fraction before working.

"In regard to the elementary subjects generally, I am sometimes disquieted by a fear that 'better methods are dreaded (where they are not pitied) rather than welcomed, lest we should get through the work too soon and have nothing to occupy us.' By help of the model lessons on the first of the two scheme days, I proved that the waste of time in giving out and collecting materials was startling. Training colleges are more concerned with the single-classed teacher than the rural one who has to play the whole band, or most of it, practically single-handed. This has been remedied. About an hour a day has been gained—the teacher has found rest, and the restlessness of the child has found relief.

Saving of time in schools with many different classes under one head.

"The class subjects, like the object lessons, may be said to feel the benefit of the change from feverish and transient proficiency of the few to general elevation in thoughtful and well-disposed interest of the many. Of course, the history books, with all their improvements, have not yet quite shaken off the old craving for gossip, domestic details; the minute sub-division of periods which is useful enough to university students; and the 'free and easy' handling of great names, which does not tend to the reverence, the want of which we all equally deplore among children of the Elementary School class. Above all, the wealth of local illustration at the command of every rural schoolmaster is not sufficiently drawn upon.

Class subjects.

"Schemes of Work are often drawn up with considerable skill and care, but many teachers still content themselves with a column of lessons compiled without connection with one another, and fail to realize how important it is that the schemes of work should be drawn up by themselves. Like home-made illustrations which, however rude, are generally the best, home-made lists (after a study of two or three good text books, etc.) are the most effective."

Schemes work.

Mr. Henderson:—

"The cry for fitting education to the needs of country children is at present raised in two diametrically opposite camps—that of the educational reformers, and that of the rural employers of labour—who would fain limit the instruction, and turn the children loose as soon as possible to work on the land.

Suitability of instruction in country schools.

"The attention that has been called to rural depopulation, and the prevailing exodus from the villages to the towns, has also raised the consideration whether suitable education may not be in some measure a panacea for this admitted evil. Two or three considerations are apt to be lost sight of by those who advocate special education for country children. One is, that we are not merely educating future clerks, craftsmen, or labourers, but future Englishmen and Englishwomen. Another is that the duty which the State owes to its children, of giving them an education, hardly confers the right to determine for what employment they are to be qualified, and country children are not *ascripti glebe*.

"Again it seems to be too readily assumed that, because a lad might be fitted by education rather for the country than the towns, he would resist the inducements which now attract him to the latter. He would still go, and go almost predestined to failure.

"Some country schools have a kind of connection with various London firms, and find regular employment there for some of their brightest boys, who often do very well. We cannot but regret this for many reasons, but when the path to advancement in life lies in the towns, it would be unfair to shut the gate.

"The immediate question is, Does the present Code give a thoughtful teacher sufficient scope in adapting the instruction to the circumstances and requirements of country children?

"I may fairly say that it does so in nearly all respects, when due advantage is taken of the freedom which it gives, and that the village school may now make the rising generation of farm labourers more intelligent, and

better workmen, and may cultivate tastes and habits which will enable them to get the best from their surroundings.

"I have pointed out before that in country schools even the best children leave before they have had time to complete the course laid down in the standards of the Code. Composition has therefore sooner to take a practical, if a less ambitious form, and I wish teachers would realise their present freedom by preparing courses in arithmetic on a simpler and more practical basis for children who have to leave school early. Even if a boy remains till Standard VI. he might employ his time more profitably than in working at wondrously complex fractions, very long divisions of decimals, or in acquiring two methods of doing proportion.

"That the new authorities will be able to do much more in giving opportunities for cottage gardening and simple manual training I do not doubt, but when this is done, there is not much that can be proposed in the way of suitable instruction for country children that resourceful teachers cannot do, or have not already done.

elling.

"I must confess that I have somewhat to modify rather optimistic opinions which I have previously expressed to the effect that spelling had not materially suffered under the present *regime*. It is indeed in some schools, where in most respects the instruction is of high character, that I have noticed evidence of deterioration, rather than in the average country school. The cultus of word-building *per se*, as a highly educational substitute, has certainly a good deal to answer for.

omposi-
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"With the results of the increased prominence given to the teaching of this subject, and the effect of its introduction into the lower standards upon the work of the upper, I am at present rather disappointed. The teaching in the lower standards is not as yet sufficiently progressive and the children are to a great extent marking time. Standard III frequently constructing the same kind of sentences as Standard I, while no definite place in the scheme is assigned to joining and combining sentences, and modifying or qualifying statements. Punctuation, too, is often too incidentally taught, though I have seen in some schools what a good grounding in this, as well as in the other rudiments of the construction of sentences, can be given comparatively low down in the school.

"Reproduction of object lessons by very young children often seems to miss its mark. Too much is made of the matter, and too little of the real object of the lesson, the manner of its expression, and the child's thought is absorbed in the effort to recall the names and facts it has heard, instead of in the making of the sentences.

citation.

"The choice of the pieces often still leaves something to be desired. There is prevalent, a rather mistaken idea that the poetry should be on a level with the children's minds. This is hardly education, though of course the poetry should not stand on a height to which the children's minds cannot be raised.

"Poetry dealing with the familiar does not appeal to a child's imagination, and poems of rural life, and country scenes hardly touch the chord of sense in country children. Sowing and reaping, building and nesting, stir little emotion in those to whom they are familiar. It is the town-bred child who will best feel the dimly-realised beauty of country life, best of all when it recalls a fond remembrance of the one or two bright days when the vague dream was a brief reality. The village child's imagination is more excited by tales of the stir and life of that outside world, which seems so far away, but the echoes of which from time to time reach the unchanging quiet of his village life. Sir Joshua Fitch once most truly pointed out that in poetry there should be something which the child could not quite understand, but could dimly feel, 'some vague emotion of delight, some yearning towards the lamps of light.'

scipline.

"In most schools the order is good, but, as regards the training which children receive in good habits, there is often a wide interval between school and school. In little matters of politeness, and courtesy, too, there is often a difference, which means a great deal, though I am glad to see that few schools cherish the vulgar old tradition, that respect to others implies want of respect for self."

"Crabbed and tedious old books, legacies of the Old Code, which managers think are in too good a condition to be changed for newer ones, are responsible for a good deal of the lack of interest in the subject, which is often evident. The compilers of many of the new books, whether they broadly divide the History of England into two or three periods or give a sketch of the making of the British Empire and the chief events which led to it, in one volume, have been imbued with quite the right spirit in giving just what an English child should learn.

History.

"Since my last report this school has been organised in the new premises previously occupied by the Higher Grade School, and is being successfully conducted. I am glad to notice that the large central hall is well utilised for varied physical training.

Ipswich
higher
elementary
school.

"The chief hindrances to success seem to be—

1. The varied and uncertain times in the school year at which children present themselves for admission.
2. The fact that parents hardly realise the object and the utility of the school, as giving their children a definite and progressive course of education, and seem reluctant to send them there with a fixed purpose of completing the four years' course.
3. Some not unnatural reluctance on the part of the teachers of other schools, to see their best children leave them for the H.E.S., when they are beginning to show some return for the pains bestowed on them.

"These difficulties have been carefully considered by my colleague and myself, in concert with the School Board, and I hope the first has already been minimised.

"I had no difficulty in arranging with my colleague from South Kensington, Dr. Ball, a workable system of dual control. I regret that he is no longer my co-adjutor here, though I shall feel his loss the less as Dr. Dufton is his successor."

Mr. Claughton :—

"The Code which came into operation in April 1901, is admittedly excellent, and the schemes of work presented for approval are mostly admirable, but some of the weaker teachers are unable to deal with all the subjects efficiently—e.g., the rational teaching of composition in the junior classes is often a difficulty, whilst the lessons on common things are only of value when well given.

"Since we left off examining schools, I have been struck with the very slight attention which many teachers pay to proper posture, etc., in the writing lesson. The evil is often done in the babies' class (a class which in a country school is usually the most neglected), where suitable desks are still rare, and the little ones adopt a posture which clings to them throughout their school life.

Writing.

"In arithmetic it is very difficult to get rid of the long sums which some teachers still delight in for children of seven or eight years of age, nor do I find that Scheme B makes much headway.

Arithmetic.

"We must not forget that the present Code makes extraordinary demands on a teacher's voice and strength, the amount of oral work now necessary being somewhat excessive.

"It would be unreasonable to expect the accuracy of work in arithmetic that we were accustomed to in old times in the best schools, and this perhaps presses a little unfairly on candidates presented at labour certificate examinations. At the same time, it must not be forgotten that in a subject like arithmetic, accuracy has its merits, and although the children cannot work through half the sums that were customary under previous Codes, slovenly and careless work should have no excuse now.

"I notice some falling off in the way in which teachers keep their record books, etc. At first the periodical examinations were too frequent, and the records were fuller than was necessary. There is now a tendency to make the records too sketchy, and in some places to omit them altogether.

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"Taking the district as a whole I am glad to record the fact that the proportion of really good schools is quite as high as one would expect, and that the really bad schools are very few indeed. There is naturally a large proportion of weak schools, and it would be greatly to the advantage of the teachers of these schools to be taken on a tour of inspection in order that they might see with their own eyes what may be done and also *how* it is done."

Mr. Tillard :—

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"It is a pleasure to place on record my high appreciation of the conscientious care with which teachers, as a body, discharge their duty. At no time within the range of my experience have teachers so willingly and intelligently devoted themselves to their work. The most conspicuous shortcomings in elementary teaching are largely traceable to the old cramping conditions which have passed away. For example, the old idea (which still lingers) that the members of a class should *all* progress at the same rate is responsible for the neglect of the individual child, and retards the progress of the quicker scholars. Again, while many teachers are convinced that children must be trained to habits of independent study, not many as yet have achieved much success in this line. This is partly because it is not remembered that 'hearing' lessons is at least as important as 'giving' lessons; because good questioning on a prepared lesson is rarely to be met with, and because the written exercises on such lessons are often not set with good judgment.

"The systematic connection of lessons, also, is too much disregarded. Reference to former lessons is rarely made, nor is it a common practice to begin a lesson (*e.g.*, on History) with a few questions on the main points of the last lesson. Lessons are not linked together so as to form a chain. Each to-day is too much disconnected from yesterday—a valuable mental discipline is missed, the children's minds become confused, and no clear ideas are formed. Oral lessons often lose much of their value because there is no brief summary drawn out by questions from the children, and no rounding off of the lesson by the teacher. I have recently heard of a school where an excellent custom prevailed of giving a signal (audible to all the school) five minutes before the end of each lesson, so that teachers might be reminded of the flight of time, and gather up the threads of their lesson in a methodical manner.

"In most schools the majority of children are promoted once a year; while some few more clever children get more frequent promotion. In some schools the number of terminal promotions is very considerable.

"In this connection it is well worth while to consider the report of Mr. D. O. Holme (the Inspector of Schools to the Norwich School Board) on the question of the progress of children. He says: 'Statistics which I have carefully made, seem to show that during the last five years the average age of children in the same class has increased by *nearly nine months*. With the present freedom of classification, there should be little difficulty in finding among children capable of study a number sufficient to counterbalance that of children who, through sickness or somewhat later development, ought not to be overpressed.'

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"The *attitude* of children when sitting in desks calls for continual watchfulness on the part of teachers. Very bad positions are often assumed by the children without correction.

"Cases of defective sight, hearing, etc., also should be more carefully noted and reported to managers and parents.

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"Teachers, who are most interested in their professional work, are now fully alive to the value of their freedom in choice of subjects and arrangement of schemes of instruction. Many of these schemes are timid and conventional, but on the whole, there is more willingness and desire to tread fresher and brighter paths. The Norwich School Board wisely invited its head teachers to confer together and join in drawing up schemes of instruction. These schemes, based upon the collective experience and

knowledge of the teachers (which are certainly not conventional nor lacking in breadth of aim), are likely, when modified by practical experience, to adapt the instruction more closely to the needs of the locality, and to give it a local colour.

"Managers of country schools might borrow a hint from this, and where feasible might promote informal conferences of neighbouring teachers to consider schemes of instruction, and might themselves, by bringing fresh ideas and unconventional suggestions give much help in a task which is a severe tax upon many an individual teacher's intellectual resources.

"The greater variety of curriculum and methods made possible by the recent changes in the Code has already done much to make school a brighter place for scholars and teachers. In nature teaching (when rationally given), composition, drawing (when properly connected with the other subjects) and in the reading lesson (where 'reading' in its wider sense is understood), ample opportunities are given to make instruction more 'general and practical,' and thereby to increase the scholar's interest in his work. In a good many rural schools some attempt is being made to give local colour to the schoolwork, and to interest the children in country things. I could wish to see more keen and observant students of nature amongst country teachers. In Norwich, a Teachers' Field Club has been usefully at work for some years, but as yet I have not heard of the existence of any such club for rural teachers.

"Experiments in more definite practical rural education, have not come under my notice. It is clearly wise to encourage any special teaching which may make country children understand and love the country better; in any specialisation, however, of country schemes of instruction it must be remembered that, as the 'rural exodus' is largely due to desire for higher wages and better prospects, so it would be unfair to a country child to make his curriculum differ so widely from that of the town child as to disable him from competition, if his future lot should be cast in a town.

"Cottage gardening is being taken up in a few fresh places.

"I should welcome the introduction of some form of manual instruction adapted to the needs of country schools, which could be taught at a small expense. At present the expense (coupled with the idea that enough subjects are already on the time table) bars the way. A good many teachers are qualified to give training in this subject, which in such a country as this would (if practical) be very valuable. I regret, too, that the girls of rural schools do not learn to cook. Personally I would gladly sacrifice a certain amount of 'book-learning' in order that manual training and cookery might be put on the curriculum of country schools. Perhaps under the new local authorities it may be possible, but any schemes for teaching manual work (for boys), and cookery (for girls) in rural schools must, in order to be successful, not entail costly buildings and expensive apparatus and material.

"The new methods of inspection have yet to undergo the test of time before they can be fairly judged. Complaints of inaccuracy are becoming audible, and I am not disposed to disbelieve that accuracy of a certain kind has declined; but when I consider the gains of the present system, I am not prepared to give way to regrets. Though children may not now be able to spell unusual or unfamiliar words so well, or get so many correct answers to mechanical sums, my hope and belief is that they are learning to spell their own vocabulary better, and to express themselves more readily in writing, and that the results of the present-day arithmetic teaching will be more permanent and of more practical value in life than those obtained in the mechanical epoch.

"In reading (which I am prepared to admit is the least well taught of the three R's) there is now much more likelihood that a child will understand and enjoy what it reads. While I yield to no one in appreciation of accuracy, I am sure that the extraordinary degree of accuracy shown in some schools in the 'schedule' days was not only fallacious, but unhealthy.

"Be that as it may, the examinations held by the teachers in many cases fail to be searching and effective. It seems necessary, too, that these examinations should be, in most schools, invested with more importance in

Rural
education.

Thorough-
ness and
intelligence
of instruc-
tion.

the eyes of the children. The results might be clearly published in the schoolroom ; and managers might assist greatly, by sometimes reading out the lists themselves, when they might take the opportunity of praising the industrious and stimulating the idle. In actual practice, the slovenly marking of papers, the low standard taken, the inadequate and insufficient tests too commonly seen, all indicate that this part of the teacher's work is often done in a perfunctory way. There are too many schools where it cannot but be felt that no real or searching test is applied to the instruction in the periodical examinations.

"It seems needful to speak strongly on this point, as in my opinion it is here, if anywhere, that the present system may show a weakness, which, if not remedied betimes, will cause a revulsion of opinion in favour of some form of examination by an outside examiner. Signs are not wanting that this feeling is even now growing strong, as many educationists are in favour of a 'leaving examination' ; but until assurance can be given that such examinations would be free from such dangers and misapprehensions as seem to beset them in France and elsewhere, I am not as yet prepared to cast my vote in favour of such a step."

Mr. Pawle, Junior Inspector :—

teaching
and organi-
zation.

"Head teachers are still frequently deficient in testing the resources of their assistants and in supervising their work with sufficient vigilance. This onerous and important task will always be necessary as long as so much of the work has to be done by uncertificated and inexperienced teachers.

"There is still too sharp a line between the infant and the older scholar. It is gradually becoming recognised that women are the most suitable for the younger children, and best qualified to carry on the work of the infant class. Pupil teachers are still often an encumbrance, and require more supervision than they are able to receive.

"The majority of teachers do not allow themselves sufficient time to sum up their lessons. A lucid recapitulation is neglected, and too much attention given to needless comment and explanation. It is rare to find a nice discrimination shown between stimulating reference and wearying digression.

"The infants are, as a rule, briskly and brightly taught. Perhaps, however, more encouragement might be given to individual effort, and the teaching made more natural by cultivating the infants' natural curiosity by encouraging them to ask questions. The theory of connecting one lesson with another is apt to be misunderstood. It requires much skill to make each lesson progressive, and yet to introduce sufficient variety."

Mr. Mines :—

Work of
schools.

"The recent changes in the Code have, there is reason to believe, given general satisfaction to managers and teachers alike. The best teachers in the district have at once risen to their increased responsibilities, and have set themselves to consider how their energies can best be employed for the real welfare of their scholars. Other teachers have experienced some difficulty in leaving the old groove. On all sides, however, there are many indications of increased mental activity in our schools. Teachers *think* more about their work, and are becoming more enthusiastic than of old ; and this in itself is an excellent sign. The broader curriculum and the greater elasticity in the teaching are already producing a perceptible improvement in the intelligence of the children, who are beginning to take a keener interest in their surroundings. It may be that there is less accuracy in spelling than formerly ; but this does not greatly trouble me when I remember by what methods the former extreme accuracy was obtained. Why should we expect children of twelve or thirteen years of age to show greater perfection in spelling than in other branches of knowledge ? Teach a child to read with intelligence, so that he will be able to derive pleasure,

from reading a book, and he will continue to read and his spelling will continue to improve when his school days are ended. If, when he is engaged in writing, he is in doubt as to the correct spelling of any word, he will always have access to a dictionary, the proper use of which should be taught to every child. Moreover, as the teaching of composition is now commenced in the lower classes, scholars will gradually become more familiar with the spelling of words in every-day use.

"We have seldom any reason to make complaint respecting the discipline in our schools. Teachers realise more and more that the secret of maintaining good order in a school is to keep the children fully employed. Corporal punishment is rarely found to be necessary in the best schools,"

Discipline.

Mr. Dugard:—

"Perhaps the most pleasing addition to the old standard course is the general introduction of written composition in all classes above the lowest. The use of paper instead of slates is, I am glad to say, increasing."

Composition.

"*Arithmetic* has become much more a subject of oral teaching of methods and principles than it used to be. A class in which the value of any line in a multiplication or practice sum, for example, is well understood, is being better trained than one in which a large number of accurate answers are the only aim of the teacher. One evil arising from the grouping (often unavoidable) of several standards under one teacher is the excessive use of test cards or small books of examples; there is too much practice and too little teaching or oral exercise."

Arithmetic.

"The teaching of *Grammar* as an aid to correct speaking and writing is not altogether successful, though as an exercise in reasoning it is of considerable value. In parsing lessons I think teachers might usefully drop altogether the use of such terms as Abstract Nouns, Regular and Irregular Verbs, Moods, etc."

Grammar.

"*Geography* continues to be the oral class subject that is most successfully taught. I have been glad to notice the increased use of atlases or separate maps in the lessons—an improvement on that of large class maps only, since the names can be more readily seen and pointed out. I think too there is an increasing sense of proportion in the usefulness of the matter taught, e.g., less knowledge of tributaries, capes, etc., and more of political facts and commercial geography."

Geography.

"*History* as an oral subject of instruction is almost new in country schools, and the results of the teaching cannot yet be considered satisfactory. There is no doubt of its popularity with children where it is well taught. It is often difficult to arrange for a complete course in the country school of average size, but the schemes submitted to me are improving in this respect."

History.

"Instruction in *Common Things* in the smaller schools is mainly confined to the object lessons given to the younger scholars in the lower standards. The value of this object teaching is not great in the hands of an untrained or inexperienced teacher, and the isolated character of the lessons—that of to-day having no connection with that of yesterday—does not tend to the acquirement of much knowledge by the children. There is, however, an improvement in this respect. Some of the Science Readers in use give direction and continuity to the oral teaching, and the lists of lessons are drawn up with more attention to the observation of objects in the neighbourhood. In the larger schools this instruction advances to lessons in simple physics to boys and in household science to girls. An increasing number of teachers are introducing 'Nature Study,' and I have already seen evidences of the interest taken in the study of plant life by the older scholars."

Common things.

Nature study.

"No part of the work in elementary schools is perhaps so thoroughly good as that seen in many of the larger infant departments. The very good quality of the reading and handwriting, the drill and other class exercises, as well as the generally sympathetic character of the teaching, make the inspection of infant schools a real pleasure. On the other hand,

Infant schools.

the infant *classes* of rural schools vary considerably ; the necessity of three divisions in most infant classes (corresponding roughly to the length of time in school), yet often in the charge of one Art. 68 teacher, makes successful preparation for the higher part of the school difficult.

Rural
schools.

"It is common to hear or read of the inefficiency of rural schools. After a long experience with London schools, I can only say that much of the work I see done by country teachers will well bear comparison in its results with that done in the towns. It is true there are more hindrances: the standard of exemption from attendance is still the 4th in some districts—a poor equipment when compared with that of the 6th or 7th Standard which a London boy receives ; the insufficiency of the teaching staff ; the frequent change of teacher ; distance, weather and epidemics ; all these present difficulties. But in spite of these, I believe that steady progress is being made generally in the country schools of South Essex."

Mr. Boyd Carpenter:—

General
Progress.

"I think, on the whole, it is possible to report that slow but steady progress has been made throughout the district. Managers and teachers have all shown a desire to advance ; and improvements in the buildings and their surroundings are the evidence of this wish on the one hand, and on the other hand, while perhaps not so visible but none the less real, there has been a distinct and successful attempt to introduce new and better methods in the instruction given in the schools.

Difficulties
of the rural
school.

I have been struck, when visiting the village schools, especially those which are difficult of access, with the tendency towards educational stagnation. Year after year the same course of instruction is religiously followed, changes which the Code may introduce are reluctantly adopted, and sometimes very ineffectively carried out. Yet the close adherence to an old time table and scheme of instruction is often found to be due, not to any obstinate dislike of change, but to the desire to keep in use the time table and scheme which was considered the best for a particular class of school when the head teacher left college. The teacher has no local library to turn to, little or no chance of getting into touch with any town life, and gradually falls into a groove. One wishes that some philanthropist or some authority with spare funds could organise a circulating library for country teachers, a library which might contain specimen books for use in schools, and books which deal with newer methods and principles of education. Indeed, one might go further and hope that a scheme for circulating village libraries could be developed, which would contain not only educational stimulus for the country teacher, but books suitable for the children to read, and some for the parents. In many a village, with the exception of the local newspaper, there is nothing for the village teacher, parent or child to read beyond those which they happen to have or which the school provides. I can see no insuperable difficulty in making each country school the temporary home and distributing centre of a circulating library.

Instruction.

"In many cases the greater freedom allowed teachers in planning the course of instruction works well, but some teachers find it difficult to see and use the new system.

"Mr. Sadd suggests that in all schemes 'a central idea should appear and should guide and influence the treatment of each subject.' In far too many instances teachers with the best intention persist in doing everything for the child, and leave little or no room for individual work by the children, and hardly realise that it is the slow groping of individual effort which produces the lasting result.

"On this point Mr. Watkins says:—

"One of the most serious defects of teaching in general is that the lessons are often regarded as the occasion simply for conveying information in a more or less disconnected way. Thus the pupils are not encouraged to acquire knowledge for themselves by observation or by reading, and the power of clearly expressing ideas in suitable language is not cultivated,

Short conversational lessons daily on geography, history, objects, current and local events, may be made a most powerful factor in education, for in the hands of a painstaking teacher they would result in :—

- (1) the acquisition of a large amount of information given in small portions, and therefore more easily assimilated ;
- (2) the awakening of the children's interest in the subjects so treated ;
- (3) the cultivation of powers of expression.'

"Now that vitality and originality in educational work are no longer crushed out by the application of examination tests, as the means of assessing the efficiency of a school, the teacher's office is one of almost unlimited possibilities and of golden opportunities. It is feared that the serious responsibilities of that office are not fully appreciated by the educated public generally, nor even by some managers and teachers.

"Correct posture in sitting and standing is much neglected. When sitting, scholars are frequently allowed to lounge on the desks with their folded arms thereon—a fitting preparation for a comfortable nap. In standing, their mission often seems to be to prop up some wall or to transfer its colouring to their own clothes. The general posture in writing is most injurious to the health of the children ; the evil practice of 'putting left arms round slates and books' is not only unchecked, but in many schools it is actually encouraged. Thus, twisted spines, high shoulders, contracted chests, and eyes of different focus are systematically developed. The unsuitable desks in many cases contribute to this injurious posture, but it cannot be an impossible task to devise plans by which the defects of desks may be minimised or removed.

Posture in writing, etc.

"Apart from the hygienic result, correct posture tends to make the child's mind more receptive and the lessons consequently more effective.

"One great source of weakness in arithmetic is the unsatisfactory way in which the oral (mental) part of the subject is taken. Exercises are given haphazard, without regard to system, and therefore they do not aid the written work. Seldom is a blackboard used by the children or by the teacher to show the different ways in which the results have been obtained mentally, and thus show the connection between oral and written arithmetic.

Arithmetic.

"The use of slates for writing, drawing, and arithmetic lessons is gradually dying out in the Colchester district. The teachers in both senior and infant schools are appreciating the undoubted advantages of paper work, and the disadvantages of slate exercises.

"Silent reading is becoming much more general than formerly, and often with good results. Its efficacy, however, is frequently impaired by the inability of the children to concentrate their attention. Silent reading provides an excellent opportunity for training children in the generally-neglected practice of taking notes of what they read and hear, and for children becoming accustomed to the use of a dictionary.

Reading.

"It seems to me that the time and attention generally devoted to the teaching of reading and arithmetic are inversely proportional to their relative values in an educational training, whether education be regarded from the points of view of culture and of character formation, or from a utilitarian standpoint.

"Reading, the key to knowledge, the provider of wholesome and pleasurable recreation, the one and only means of enabling many to see into greater minds, to imbibe lofty aspirations, and to breathe other atmospheres, is largely crowded out of a school curriculum by subjects of minor importance.

"I would fain see the younger children read good, child-like literature so much that with the majority of them little effort would afterwards be required, and then they would acquire that love for reading so often spoken of as desirable, but so seldom accomplished. Insufficiency of practice during the early years of school life makes after-reading a task requiring too much effort for a child to willingly give, whilst a sufficiency makes the exercise both pleasurable and profitable.

Geography.

"There is a considerable tendency to limit the course of instruction in this subject. England and Essex too often form the only instruction given in a year's course, and in many of the schemes it has been quite possible, indeed likely, for a boy or girl to leave school and never hear of New York or of any of the larger European countries.

"Mr. Watkins notes that in some schools there is 'a waste of time over registration, assembly, and dismissal. In some schools the impression forced upon an observer is that they are admirably serving the purpose of training children to waste valuable time rather than to economise it.' I agree with this, and I think there is a distinct tendency to over-elaborate the details of administration in the school with some teachers; but, on the whole, the great majority of teachers in the Colchester district are hard-working and intelligent, and while we plan and think how best to improve our buildings and our schemes of instruction, I incline to think that if we paused now and again to think if something could be done to aid the acting teacher in keeping up with the currents of fresh thought and method, and of giving opportunity for study where only opportunity is needed, we should secure a far more certain advance than is likely to come from the elaboration of syllabuses and the multiplication of schemes."

Mr. Field :—

General aspects of school work.

"Under the old system teaching was apt to be conceived as a process by which facts were to be impressed on the memory, or facilities acquired, in single subjects with a view to single grants. The idea of the unity of knowledge, of teaching in wholes, was excluded by the overdone practice of examination and grants in detail; and some time must elapse before the rank and file of the teachers fully grasp the new order of ideas—but I am glad to recognise the many instances in which head teachers have shown the fullest appreciation of their new opportunities. In most of the larger schools there is a general recognition of the truth that it is a better thing to give a child self-reliance than to load his memory, that principles are worth more than facts, thoughtfulness than mere facility; that it is the teacher's business to know much more than he has to teach, to understand his own starting-point and his own goal, and to bear in mind that he is not setting up, as it were, so many ninepins, but constructing a composite edifice which requires design and harmony in its parts.

"The intellectual difference between good schools and bad is now more than ever marked by the character of the oral teaching, and this for many reasons. The inferior schools are often unequal to the additional effort required by the increased number of oral subjects; as no mechanical standard of attainment can be laid down. The better schools naturally tend upwards, the worse downwards; and it is in the oral work that the readiness and flexibility and independence of mind, which are the best fruits of all good teaching, are most surely exemplified. Mere devices calculated to produce temporary rote knowledge can no longer be successfully employed.

"In some schools, of course, the oral teaching has never been open to much complaint, and in others it has recently improved under new influences. But it is on the whole faulty, and in many schools, especially the smaller rural schools, bad. The prevailing faults are that the teacher does not call upon the children for effort, or take care that they address themselves reasonably well to the question. By resort to elliptical questions, by putting a dozen questions where one should serve, by countenancing fragmentary and irrelevant replies, by habitually giving a lead, they at once demoralise the class and conceal from themselves the ineffectiveness of their own teaching. Children are not sufficiently encouraged to ask questions, and there is inadequate appeal to their imaginations. Phrases and words take the place of ideas; instead of realising things, the scholars learn to repeat the names of things; they acquire an evanescent and valueless verbal knowledge rather than thoughtfulness and power. Moreover, the value of good enunciation is constantly ignored; it is forgotten that clear speech makes for clear thought, and that the interest of a class must flag unless all the members

it can hear. In general there is much remissness as regards the good use of the mother-tongue. The truth is that under the new system the centre of gravity has in great measure shifted from the written to the oral work; and that, if the intellectual character of our elementary education is to be raised, there is no need so paramount as the improvement of this side of the teaching.

"The schemes and syllabuses in history and geography need very great care. They would, in many cases, be improved by more regard to the circumstances of the school, more consideration of the natural interests and experiences of the children, and by an arrangement of the subject matter better calculated to secure unity and completeness of treatment. The courses proposed too frequently show no regard to the interdependence of the two subjects; sometimes a proper sequence of study from year to year is not provided for, or too much detail is included, or, as often in history, there is the fault of desultoriness and want of connection; commonly enough the lessons, both early and advanced, are not brought into relation, as they should be, with the familiar facts of experience.

"Each year's work should obviously possess a unity of its own, and be planned as to impress clearly on the children a few essential and characteristic facts and principles; and it is no less necessary that while wasteful repetition should be avoided, every scheme of work should provide for the upkeep of old knowledge in its broader aspects.

"To sum up:—

"The changes of recent years have widened the range and importance of the class-teaching, and in so doing have exposed its weaknesses; they imperatively demand a more thoughtful and elastic treatment of this part of the work, while they afford to teachers new intellectual opportunities of the highest value.

"The elementary subjects are, of course, also affected, though in a less degree. Since the blighting influence of the prescribed minimum implied by the 'pass' has been removed, reading and recitation have certainly tended to improve. Spelling may be in general less accurate, and it is certainly very faulty in the weaker schools. But looking at the question from the broad standpoint of general progress, I feel sure that we have ample compensation in other ways."

Mr. Wix:—

"The Block Grant is so entirely right in principle that though its full effect may not be measurable for years, it must surely be speedily beneficial. In one writing in July 1902, the hope may be permitted that, whatever legislation may do for us, it will not interfere with the principle on which the present Code is based, viz., that of laying down a general elementary curriculum for the whole country as a sound foundation for further progress, and allowing within the limits of that curriculum the greatest liberty to teachers to vary details, and especially the amount taken in each subject, according to the staff and appliances of the school, the circumstances of the neighbourhood, and the capacity of the scholars. To take an instance: The Code simply says that lessons must be given in geography and history—surely not unnecessary subjects for those who are to be citizens of a great Empire; this seems the wise mean between the two extremes of laying down in detail a set course to be taken in all schools and of leaving it to a chance majority in any district to determine whether these subjects shall be taught at all. The latter course could only land us in that most specious and mischievous of all modern educational dangers—premature specialization—and there could be no more fatal mistake than to make the curricula of the town and country school essentially dissimilar. By all means give a country boy a love for country things, the love which proceeds from knowledge and personal observation; by all legitimate means, by improving his home surroundings, his ways, his prospects, persuade him to devote his life to rural pursuits. But to say that a Somerset boy must be brought up as 'a boy of Somerset' is only to aim at Villeinage under another

The block grant and the present curriculum.

- name, and by a natural reaction to stimulate the very movement it is intended to check.
- Organisation and discipline. Want of originality and variety in schemes and work.
- "It is difficult to say anything fresh on the details of school work, but in what may be the last report of the old type it may not be out of place, even at the risk of repetition, to touch briefly on a few points that have specially struck me during the last two years.
- "(1) It is no reproach to the present generation of excellent and hard-working teachers that they have not all studied the principles on which their art is based, that not all are equally appreciative of new conditions or receptive of new ideas, and therefore it is not surprising, though sometimes disappointing, to find how slow some teachers are to grasp the possibilities of the New Code, and to use the liberty which at last is theirs.
- "Books are useful things, but if they are used as masters, not as servants, if for instance, in geography and history the whole course of study is not only guided, but limited and governed by a book; if in arithmetic all examples are taken from a book and not adapted to the child's daily life; if all object lessons are taken from a book however good and not from the book of Nature; if in teaching practical grammar the stock examples contained in a book are dealt with rather than the actual words of the child, then the teaching must become stereotyped and lifeless.
- School work should be more closely connected with actual life.
- "(2). Good teaching consists largely in applying general principles to individual cases, or, in other words, making a child realise what all that he learns means to *him*. And therefore, in arithmetic the sums should be to a great extent concrete, and the concrete sum should be possible and natural and designed to show the connection between school teaching and actual life; the object lesson should deal largely with surrounding facts; history should be made to apply to the child's own life; the rules and principles of grammar, so far as they are taught, should be taught not by stock examples but by reference to the child's own words, and so forth.
- Effort not sufficiently cultivated.
- "(3). Another fundamental principle of teaching is that it should aim at developing 'power,' at training a child to independent effort and investigation. And yet in reading the old pattern and simultaneous work—natural enough when the chief object was to 'get up' a book for examination—still holds sway even in some of the best schools; in arithmetic sums which the children could and should be made to understand and work for themselves are minutely explained even to the end of the school year, with the result that children become perfectly helpless; in object lessons and other oral work children are shown or told things which they should be trained to find for themselves; and composition often consists of patterns which even in test examinations the children reproduce almost word for word from memory.
- "In schools where composition is intelligently developed, and where the children are made to feel that they are beginning to possess a power which they lacked before, it is almost astonishing to find how keen and ready they are to write a few simple sentences about some object or picture set before them.
- Classification.
- "(4). Classification under the New Code has not been quite satisfactory. It is difficult to detect individual instances of wrong classification, but considering the elasticity of present regulations and the fact that recent legislation compels children to attend school to a more advanced age, it is disappointing to find that the number in the highest class is not appreciably larger than it used to be.
- "I am sure that if children were promoted more freely they would as a rule rise to their opportunity; there is such a thing as becoming 'stale' in mental as well as physical training, and there is much waste of time in the constant repetition of what children know well. This is very apparent in reading, and wise teachers have often assured me of the stimulus which the constant introduction of fresh matter supplies.
- "In infants' schools in former days the danger was classification by age; by a natural reaction the danger now is to disregard age altogether and to retain in the infant's school or class all children who for one reason or

another are rather backward or difficult to teach. Again, the classification in many infants' schools is much lower than it used to be, often quite unnecessarily, and it is not uncommon to find children of 5, 6, or even 7 in a so-called 'babies' class.

"The great fault of corporal punishment in elementary schools is that there are too many small punishments for small offences, and there is too little discrimination in their infliction.

Discipline and corporal punishment.

"The best means of obviating the necessity of many small punishments is

(a) a well-considered scheme designed to secure healthy emulation in a school, and

(b) quick observation and constant watchfulness on the part of the teacher which will save many a child from offending. Prevention is better than cure.

"I am not unmindful of the admirable influence exercised by very many teachers, nor of the fact that discipline is attended with many more difficulties in an elementary day school than in a boarding school of a higher grade; but the very difficulties increase the necessity of system, and therefore the following suggestions—commonplace and obvious as they may appear—may not be out of place:—

(a) Every school should have a code of offences, with the punishment appropriate to each; this code should be drawn up by the head teacher and submitted to the managers, who should at intervals examine and sign the punishment book. (I have known a system like this of the greatest use in difficult neighbourhoods.)

(b) Corporal punishment should be reserved for serious offences—lying, dishonesty, indecency, flagrant insubordination, and the like—and may then well be severe.

(c) It should be inflicted, as a rule, by the head teacher only, except in the case specified in the next paragraph.

(d) Girls should very rarely be punished in this way, and never by a man, or in the presence of boys; if the necessity should arise in a mixed school under a master, he may delegate this unpleasant duty to a trustworthy female assistant.

(e) Corporal punishment should not be administered on the part of the body that has the most numerous delicate and useful joints, viz., the hand.

(f) Corporal punishment of big boys by a woman is generally worse than useless; there is a more excellent way, and many mistresses are conspicuously successful in their management of boys.

"One other point that bears on discipline deserves mention, viz., supervision in the playground, which is the teacher's great opportunity. This opportunity is not always utilised as it might be; five minutes in the playground will sometimes teach one more about the children than five hours inside the school, but many young teachers seldom go into the playground or join in games with the children.

Supervision in playground.

"In speaking of these defects, I do not mean to imply that all of them are to be found together, except in schools of an inferior type; but they are to some extent characteristic of a great many schools.

"But I should leave a false impression if I did not place on record my high appreciation of the diligent and conscientious labour of the vast majority of teachers, and of the really excellent work done by many both in town and country."

5.—ARTICLE 15 (b.) II. & III.

In rural schools it is not often found practicable to attempt any of the subjects named in Article 15 (b.) ii. & iii.

Cambridge District.

Drawing, however, is being taken for girls in an increasing number of cases.

Cottage gardening has only been attempted in one single instance.

I give some of the remarks of my colleagues on a few of the subjects to which I have referred:—

Mr. Oliver:—

- Cookery. "The larger country schools frequently give instruction in principles of agriculture to boys, and in domestic economy to girls, or, in botany to boys and girls. Cookery is taught in Peterboro', Grantham, Stamford, and Boston.
- "I regret that at Spalding, Holbeach, Bourne, Long Sutton, and Oundle no encouragement has been offered to establish cookery classes.
- "I trust that the Technical Instruction Committees of the County Councils will, for the future, supply this defect.
- "I may mention that the Kesteven County Council deserve great credit for their efforts to supply instruction in cookery for the upper classes of day schools, and for evening schools within its area.
- Laundry-work. "No classes for laundry work for day scholars have, as yet, been established. I hope that the experiment will be tried shortly.
- Cottage gardening. "Cottage gardening has been rarely attempted—owing to the difficulty of obtaining suitable instructors and suitable plots of land.
- "But in Crowland Board School a pleasing amount of success has been obtained, thanks to the energy of the master.
- Swimming. "Wherever facilities exist, I have encouraged instruction in swimming. At Peterboro' and Stamford, a large number of boys have been taught to swim.
- "I wish that swimming could be taught in all schools for older scholars where it is possible."

Mr. Claughton:—

- Cottage gardening. "Whenever I have found the conditions suitable I have advocated the introduction of cottage gardening, and in some cases with excellent results. The subject might be almost universal in the country if the teachers were all good gardeners. The advantage of fostering a task which may help to keep some of our best lads in the country villages must be apparent, and I am glad to add that a good many farmers have expressed themselves as much pleased at the introduction of the subject.
- "I may remark that masters who attempt to teach gardening should be enthusiasts, or at any rate well up in the subject, as in East Anglia the parents of the children are nearly all good gardeners, and would quickly detect weak points in the instruction."

Mr. Tillard:—

- Cookery. "In Norwich and Yarmouth the teaching of cookery is popular and well managed. In the small towns of Dereham and Cromer also the cookery classes have been successful.
- "In the country districts the teaching of cookery makes no progress.
- Manual instruction. "The boys' schools of Norwich and Yarmouth (in almost every case) give instruction in manual work.
- "In Norwich the boys of both Board and Voluntary Schools are taught at the Technical Institute.
- At Yarmouth there are three centres—two for the Board Schools and one for the Voluntary.
- "The premises in which the instruction is given at Yarmouth are not, in any case, wholly satisfactory. It is hoped that before long the accommodation may be improved."
- Gardening. Mr. Hubbard, Head Master of Norwich Nelson Street Board Boys' School, reports, for the year ending September 30th, 1902, that fifty-six boys have received instruction in horticulture during the past year.

"There are 28 plots—24 for vegetables and 4 for flowers—besides a border for herbaceous plants and a seed bed.

"Prizes have been won at the Norfolk and Norwich Horticultural Shows for hyacinths, sweet peas, vase of narcissi, and a basket of mixed vegetables.

"The gardens have supplied ample materials for lessons in school on plant life, as well as for drawing from Nature in the upper classes.

"Each boy has kept a diary and note-book, and meteorological observations have been made.

"The balance sheet shows that the proceeds by sale of vegetables have exceeded the cost of seeds and manure, as well as covered the outlay for bulbs and plants for flower beds."

Mr. Peake, Head Master of Crook's Place Board School, Norwich, gives the following interesting account of the experiment made at that School in the establishment of a School Garden.

"The garden, cultivated by the first-class boys of the Crook's Place School, Norwich, is used chiefly as a place of instruction in horticulture for this school, and as a place of visit for drawing and Nature knowledge lessons for classes from others within the city.

"Granted by the Corporation to the School Board for the cultivation of flowers for educational purposes, it serves as an illustration of one of the attempts being made to find suitable opportunities for direct Nature teaching within large cities.

"Sufficient progress has been made during this second year to admit of visits of classes for instruction in drawing and Nature knowledge; four senior schools using it weekly for this purpose, in addition to the occasional visits from junior and infant schools. Cut flowers and specimen plants have also been sent as growth permitted to more distant departments.

"The kindly interest of the Norfolk and Norwich Horticultural Society and other associations in the scholars' work, shewn by awarding special prizes at the summer meetings, and the various visits paid to the garden, have greatly helped the boys. Useful plants and seeds have been received from the Royal Gardens at Kew and Dublin, and from other friends to the movement.

"The teacher's experience, after watching the work in progress, during these two years, is to make one feel confident that the school garden, rightly used, is the most valuable possession for open-air study a city school can have, no other occupation giving such varied opportunities for the development of patience, forethought, sympathy, and insight into Nature's ways, the seasons' difference, as gardening does, nor equal opportunities for the outside influence of the teacher to guide the growth of orderly and considerate habits as when all alike are occupied in care of the garden for others' good in addition to their own.

"In the words of Professor Miall to the master, 'the movement is refreshing.' One would be glad to dwell on the further thought that some of those boys are gardener's sons, and are likely to develop into more useful men of the same profession, as a consequence of the training, while all will be brought to fuller knowledge of what may be made of the little plots around their own homes, when properly tended, and learn to realise the simple content and pleasure attending such garden practice in leisure hours, so making a profitable and enduring habit leading to a sense of better things than they would otherwise enjoy."

Mr. Mines:—

"Manual instruction in woodwork is given to the elder boys of Lynn St. Margaret's School, and I know of no good reason why instruction of this description should not be given to boys of other schools in the town.

Manual
instructi

- Gardening. "Through the kindness of H. Lee Warner, Esq., who takes a keen interest in the education of the district, the elder boys of Swaffham National School continues to receive excellent instruction in cottage gardening.
- Cookery. "The teaching of cookery is, I regret to say, far from being sufficiently general in the district."

Mr. Dugard :—

- Gardening. "*Cottage Gardening* is now systematically taught in five schools (Chignall, Havering, Rettendon, Roydon and Runwell). In three of these schools the instruction is thoroughly good ; the boys show evident interest and pleasure in the lessons.
- Manual instruction. "*Manual Instruction* (Woodwork) is given to the schools in the borough of Southend, and also at Ilford Higher Elementary School.
- Cookery. "*Cookery Classes* have been established by the Boards of Barking, Grays, Ilford, Romford and Southend. There are also two small classes in the neighbourhood of Hainault Forest."

Mr. Wix :—

- Cookery. "Cookery is taught at the following centres :—Bedford, Luton, St. Albans, Watford, Berkhamsted, Bushey, Harpenden, Kempston, Biggleswade, Tring, Hitchin, Hatfield, Sebright, Bricket Wood. In this list only the last two can be called purely rural classes, and the cookery class at one country school (Westfield) has been dropped. The number qualified for the cookery grant (2,180) is certainly satisfactory, considering that many girls who would have been eligible the year before were disqualified by the raising of the age.
- Manual instruction, etc. "Manual instruction is given at three centres only, Bedford, Luton, and St. Albans ; Mr. Carrodus reports well of the result. I regret to report that laundry work and cottage gardening are not taught in this district, but I believe that a few schools will now attempt cottage gardening."

Mr. Field :—

- French. "The teaching of French is making great progress. There are now several schools in which all classes above Standard I. learn this language, and in some it is really well taught. Several of the assistant teachers in one of the Hornsey Board Schools spent their last holiday in France, for the purpose of improving themselves in French ; and there can be no doubt of the practical advantage which they have gained in this way. To teach a language in a dry grammatical system, with little practice in the conversational use of it, and to the three upper standards only, is of little advantage in comparison with the method, now common, of beginning in the early classes, and making the actual oral use of the language the mainstay of the instruction. The former plan is, I fear, frequently pretentious, and I am glad to record its gradual extinction.

6.—VISITS TO MUSEUMS, ETC., ARTICLE 12 (g.) 1.

In Cambridge, teachers seem afraid to undertake visits to Museums, although the place gives exceptional advantages for doing so.

I have talked to several of them on the subject ; and some tell me that they would not like to explain objects to their classes because there would generally be experts near at hand who would easily detect any mistakes that they might make, while others say that they are not sure of the kind of reception that they would meet with on the part of the Curators and the University Authorities generally.

The teacher who intends to conduct a class can avoid any serious mistakes by visiting the Museum for the purpose of selecting the objects to which the attention of the pupil is to be directed, and finding out what he can about them. I am sure that the Curators would be, as a rule, most willing to give information as to necessary facts, and to suggest books of reference for the teacher's guidance.

Mr. Oliver:—

"School excursions have not been so frequent as I could wish, for, when properly conducted, I consider them to be of considerable educational value. I should like here to express my thanks to Mr. Fickling, one of the masters of the Peterborough Training College, for conducting parties, drawn from the elementary schools of Peterborough, over Peterborough Cathedral, and to the Librarian of the Free Library, Peterborough, for his valuable lectures to the upper classes of the elementary schools of Peterborough upon reading and the choice of books." School excursions.

Mr. Wix:—

"The 'country ramble' is not much used as a means of instruction; in most country schools the only teacher who could attempt this with any success is the one who can least be spared from the school. But excursions to places of interest are becoming more common, and I have received interesting accounts of visits to such places as London, St. Albans, and Stratford-on-Avon."

7.—PHYSICAL EXERCISES.

Drill, in accordance with the provisions of Schedule III., is not yet generally, or even frequently, found in use in the Cambridge district.

Teachers are, however, making praiseworthy efforts to adopt some of the prescribed exercises, although not many of them have much experience of drill, and the opportunities for obtaining special instruction are not great in the district. Colchester seems to be the nearest place at which it can be had. If reasonable facilities are offered, I have no doubt that many who have not hitherto had the chance will be glad to attend classes on the practice and teaching of physical exercises. Unfortunately, many schools have neither playgrounds or indoor spaces suitable for drill.

Mr. Oliver:—

"Physical exercises have been general for many years, and military drill has been started in most of the boys' schools. Teachers are making efforts to master the manual of drill. What is needed is a periodical visit from a drill instructor, not for the purpose of drilling the children, but for the purpose of seeing the drill and giving hints to the teachers."

Mr. Swinburne:—

"The Model Course is gradually supplanting other systems. Teachers begin to realise that lessons in the open air (as well as fresh air in the intervals) are for their own benefit—and I wish they would remember the same fact in regard to the floor-space in front of their classes inside the schools."

Mr. Henderson :—

"I wish I could report that more had been done in taking up and carrying out the Model Course. In Ipswich the School Board is just substituting it for a manual more purely military, which has been used for some years with good results. In the country many teachers are making real efforts to take it up, and obtaining the best help they can."

Mr. Claughton :—

"Some of the larger schools have already made arrangements to meet the new requirements, but at present not much has been done in the small schools, and in some I fear it will not be an easy matter to satisfy Schedule III. entirely. Of course these exercises to be of value must be properly taught and there must be a proper place in which to teach them. An ordinary school-room is certainly an inconvenient place, while many country schools are badly off in the matter of playgrounds, and it is certainly *not* an easy matter to get the use of a field.

"Teachers often fail to appreciate the reason for physical exercises, *i.e.*, after the drilling lesson is over they allow children to adopt all sorts of postures for the writing lesson."

Mr. Tillard :—

"By the introduction of a uniform system of physical training, the Board of Education has laid its finger on a very weak side of elementary education, and has emphasised the fact that the State is interested in the bodily as well as the intellectual and moral development of its children. Physical training will now be systematic and real, and will be based on scientific principles.

"A few murmurs of discontent have been raised in remote villages, but, on the whole, the main body of teachers are loyally endeavouring to improve this side of our education. The need of improved physique, greater alertness, and more discipline, both in town and country children, is so obvious that it will be strange if public opinion, when it awakens to the facts, does not strongly support the Board in its policy. When the teachers have become fully proficient as instructors, I am hopeful that marked improvement will soon be seen."

Mr. Pawle :—

"As yet only a start has been made, and there are but few schools which can give a satisfactory display. There is, however, plenty of enthusiasm amongst the majority of the teachers, and a creditable level of proficiency should be attained by the end of the year.

"Help will be necessary for some time. Teachers find a difficulty in giving the word of command, and will require to drill their classes under the supervision of the sergeant.

"The country districts have not been organised, although steps have been taken to fix convenient centres. In addition to this, peripatetic sergeants will be desirable, for the reasons mentioned above. In a few schools the services of such sergeants have already been secured. In those cases where the playgrounds have not yet been properly levelled and drained, drill and marching are carried on under some difficulty. In no cases, however, are there insurmountable obstacles to the performance of physical exercises—especially those for developing arms and chest."

Mr. Mines :—

"Teachers who were unfamiliar with military drill showed some trepidation on the appearance of Schedule III. and the Model Course of Physical

Training. Finding, however, that they are not expected to become suddenly proficient in this branch of their work, and that during the first year or two we are quite satisfied with small beginnings, they are loyally and hopefully doing their best to meet all requirements, and the Model Course is gradually appearing less formidable."

Mr. Dugard :—

"The recent requirements of the Code and the issue of the Model Course of Physical Training have had good effect in the urban schools. The attention formerly given to drill has been increased, and in the schools of at least five of the larger boards I see creditable performances. Some good drill is also seen in many of the rural schools under a master.

"In connection with this subject, the formation of associations for cricket and football, to which many schools belong, has done much to promote healthy exercise, and to keep the older boys at school longer. The time which many teachers give out of school hours to help forward the boys' games deserves to be known and acknowledged."

Mr. Boyd Carpenter :—

"The alterations in the Code and the publication of the Model Course of Physical Instruction have naturally directed a good deal of attention to the question of physical exercises in the schools of the district. The authorities of the pupil teacher centres at Colchester and Harwich decided to give special instruction to their students, and in conjunction with these classes a special class for acting teachers was formed. The classes were held throughout last winter and were exceedingly well supported, and the improvement generally noticeable in the exercises at the schools in many parts of the district can largely be traced to these classes. Similar classes were created in the spring at Braintree and Halstead."

Mr. Macnaughton, Junior Inspector :—

"A great improvement is already discernible in many quarters, and there is every reason to hope that it may soon become general. Many of the Voluntary Schools, however, are seriously handicapped in the teaching of these exercises by the inadequate character of their playgrounds, and by the absence of a hall in which they might be performed in bad weather. Where these advantages are found, much good work has already been done, particularly in some of the schools of the Tottenham Board, where the performance of the exercises compares favourably, in smartness and precision, with that of the best schools in England.

"The Model Course is generally adopted, except in the girls' schools under the Hornsey Board, which has obtained the sanction of the Board of Education for an alternative scheme of drill."

Mr. Wix :—

"Physical training of a systematic kind is slowly extending ; military drill is taught in many urban and some rural schools, but I fear it will be long before the Model Course of Physical Training is thoroughly understood and applied by the mistresses in many country schools. It is, however, in towns that this systematic physical training is most required. It is to be hoped that drills which are merely 'pretty' and not practically useful will soon disappear, and that if Swedish drill is taken at all in infants' schools, the teachers will always use a wise discrimination in their choice of exercises. Many movements which are excellent for big developed children become with infants unsightly and often harmful contortions.

"In this district during the last two years there has been a keen football competition for a challenge trophy. The Association of Schools is managed by a representative committee of masters, and I cannot speak too highly of the zeal and ability with which this committee has worked; the undoubted success which has so far attended the competition is wholly due to them. The benefit of such competitions (as well as of good physical training) can hardly be exaggerated; if boys learn to play a game for the game's sake, to play fair and to take a beating in the spirit of the true sportsman, there can be no more effective check on the spirit of gambling, which is chiefly bred in those who only look on at a game and never play, and on the aimless rowdism whose natural product is the Hooligan."

8.—SINGING.

Mr. Oliver :—

"Singing has made very satisfactory progress.

"The Tonic Sol-Fa is adopted in 90 per cent. of the schools, but in the upper classes the relationship between the Tonic Sol-Fa and the Staff Notation with the Movable Doh is generally demonstrated. The 'Five Songs' are a thing of the past, and selections of high quality are frequently presented.

"The use of song books* (now almost universal) economises much time, which has been devoted to securing better expression and more light and shade, without which singing is very insipid."

Mr. G. A. Harrison, Sub-Inspector :—

"Singing now almost entirely by note.

"Tonic Sol-Fa almost universal, though most of the town schools teach the relation to the Staff Notation in the upper classes.

"Much more suitable than formerly; large element of the patriotic.

"Not sufficient use made of singing for pleasure outside the actual lesson.

"Many schools keep to the minimum five songs, and even these are not added to the school repertoire permanently, being generally dropped at the end of each school year.

"If a song is worth teaching, it is worth the very small trouble of keeping it in mind.

"St. James' Boys' School, Yarmouth, has a repertoire of 20 songs.

"The foolish method of classifying voices by the Arithmetic Standard, or in mixed schools by sex, is still not infrequent.

"Infants.—In but few schools is the fifth yet taught before the third. As a rule, instruction begins with the ascending and descending scales, and is followed by the chord in ascending and descending order.

"Older Scholars.—The exercises in tune should be tuneful. Too often they consist of a series of intervals in quite unnatural sequence. The time exercises too often consist of disconnected variations never likely to be met with in school songs.

"Six-pulse measure is rarely mastered even by the pupil teachers.

"In Norwich, lectures have been given to the teachers by Dr. Bates, and the new interest thus gained has resulted in much more pleasing voices and a greater purity of vowels.

"In several schools the older children help with piano, harmonium, or violin, and at Angel Road, Norwich, a band of some 20 boys has been successfully organised and taught."

Mr. Mines :—

"Singing by note is now taught in almost every school in the district, and in not a few cases with considerable success. Insufficient attention, however, appears to be given to voice-training in too many schools,

"The 'Association of North-West Norfolk Village Choirs' has done much to improve the singing in schools in the neighbourhood of Hunstanton, by offering prizes to be competed for annually by the children in about forty schools. In Hunstanton Board School and in Thornham National School the singing is remarkably good."

Mr. Dugard :—

"Singing has not made any marked advance in recent years, but neither do I think there is any marked decline. In singing from note the Tonic Sol-Fa method still holds the field. In most of the larger schools new songs are learned from note by this method, and an exercise in time and tune combined, given at my visit, is generally sung to my satisfaction. The character of the songs chosen, and the way they are rendered, also show improvement. In a small but increasing number of cases I find the highest class has acquired some knowledge of the Staff Notation, and are able to sing at sight an easy hymn tune or exercise in the commoner keys. The rural Essex boy is not, I fear, naturally musical, but I have seen some good results arise from systematic voice-training, and could wish to see it extended in all schools. For accompanying the songs, the marching and other exercises—especially in Infant Schools—it is pleasant to see the wheezy harmonium gradually giving place to the brighter and more distinct piano. Better still, in three or four of the larger schools ten or a dozen boys, who receive instruction out of school hours in the violin, flute, or other wind instrument, render the assembly and dismissal of the whole school more orderly and impressive by the stirring strains of a march played by this small orchestra."

Mr. Watkins, Sub-Inspector :—

"Although school music and singing are far from satisfactory in the Colchester district, yet in nearly every school an attempt is being made to teach music. The Tonic Sol-Fa system is usually adopted, but in some of the larger schools both the Tonic Sol-Fa and the Staff Notations are used. The application of the Tonic Sol-Fa to the Staff Notation is not beyond the average pupil of ten years or upwards, but it is not likely to become universal so long as in their several examinations teachers are required to confine their answers to the questions in *one* notation.

"It cannot be denied that the teachers in this district have to overcome difficulties caused by the absence of natural musical ability on the part of the scholars. Through long-continued neglect in the matter of ear-training, parents and children are distinctly dull in distinguishing and appreciating the quality of sounds and their relation to one another. But it is the teacher's duty to remove defects, not to perpetuate them; and until it is clearly recognised that systematic ear-training is the fundamental principle of a successful musical education, much of the teaching will be ineffective. In but few schools has the subject of ear-training been treated seriously, I regret to say, but it will be found that children with fairly well-trained ears will at once rebel against the harsh singing which prevails in many schools.

"The thin, piercing, and disagreeable sounds which are heard so frequently can be readily converted into pure, sweet tones, with but a knowledge of the most elementary principles of voice production, provided only that the teacher takes up the matter in earnest, and the children have had sufficient ear-training to enable them to discriminate between pleasant and disagreeable sounds. In dealing with the musically gifted child, voice-training presents little or no difficulty, but with the average and unmusical successful voice-training can only be the result and accompaniment of careful ear-training."

9.—DRAWING.

I may perhaps be allowed to give a short account of the establishment of Drawing Classes for Teachers at the Cambridge School of Art, although the realisation of the project falls later than the nominal period of the Biennial Report.

These classes promise an early improvement in the teaching of drawing in many schools of the district.

Early in 1902 I asked Mr. Hudson whether he could manage to give an address of some kind on drawing to teachers at Cambridge. I thought that he would perhaps be able to give once for all to a number of teachers some of the recommendations which he was being obliged to give them one by one on his visits to schools, and to demonstrate the way in which some of the advice might be followed. Mr. Hudson was very willing to agree, but he was unable for various reasons to set about the preparation for the task until the autumn. He then told me that he had consulted with Mr. Hall, the master of the Cambridge School of Art, and that the latter was willing to undertake classes specially arranged for the use of teachers, head or assistant, on the principles of teaching drawing in schools, in accordance with the new syllabus of the Board of Education.

After some informal conferences on the subject, it was arranged that Mr. Hudson should read a paper on the subject of Art Teaching at an ordinary meeting of the local Teachers' Association later in the year, and, at the same time, that he should try to collect for exhibition a number of specimens of work actually done at schools and at classes for teachers.

The specimens of the latter sort were kindly supplied by Mr. Ewen, of the Scottish Board of Education, and consisted of work done at Teachers' classes in Orkney.

Mr. Ewen was in Cambridge in the autumn, and was good enough to help us at one or two of our conferences.

The School Board for London and the School of Art at South Kensington kindly allowed us the use of some of their specimens of school work, and a selection of work was collected from the Cambridge district and other districts in the Eastern Division.

The exhibition was inspected by Messrs. Cartlidge and Fitz Roy on the afternoon previous to the meeting, and they expressed themselves as pleased with the attempt which was being made. Mr. Hudson's paper was well received, and I was able to announce that Mr. Hall proposed to start classes for teachers on January 10, 1903, if he could get a reasonable number of candidates. The fee for attendance was only to be the nominal one of 2s. 6d.

I was glad to hear at Christmas, 1902, that more than forty candidates for the course of lessons had offered themselves.

The way in which the Teachers' Association received the suggestion about the classes, and helped to bring about its realisation, shows a spirit of genuine interest in educational efficiency.

MR. HUDSON REPORTS ON THE DIVISION GENERALLY
AS FOLLOWS:—

"I have pleasure in reporting the creditable progress of such schools as were adequately financed, and consequently efficiently staffed, so as to enable them to take full advantage of the freedom to adopt a sound educational course of study. These schools generally appreciate the true functions of this primary training, which is to cultivate certain faculties as a foundation for the Continuation School and Technical Class, and so ultimately to produce the skilled and finished craftsman and designer.

"Again I must strongly draw attention to those schools not coming under the above favourable conditions.

"The present incompetency of the poorer schools is largely owing to the fact that the junior staff are commonly called upon to teach subjects for which they have received little or no training. These teachers, if they are to satisfactorily instruct others, must have greater facilities of improving their own powers.

"The circular on methods of education by drawing instruction will require more efficiently trained teachers to carry out the ideas and principles advocated in it; consequently school teachers require a wide, rational, and pedagogic course of instruction in drawing in order to give them the power to simply and readily illustrate their lessons.

"The valuable short course on Primary Drawing for Teachers held last July at the Royal College of Art by the Board of Education will have an excellent effect on the future teaching, especially so if similar instruction can be arranged for at most of the provincial centres, to take the majority of the teachers, whilst those that show special ability might be selected for further instruction at the Royal College of Art.

"When a number of schools are under one local authority it is most desirable that this most important educational work should be organised by an art specialist, and aided by peripatetic drawing instructors. The local art and technical school might co-operate in this matter. Excellent results have been obtained in the larger towns when this course has been adopted."

MR. HUDSON ALSO MAKES THE FOLLOWING SUGGESTIONS FOR
FACILITATING THE TEACHING OF DRAWING.

"*Syllabus and Record Book.*—These should be provided for each class, and care should be taken to develop a course of study with a view to cultivate the child's taste for the *beautiful*.

"*Brush-work*, in respect to simple arrangements of form and colour, should form part of the course.

"*Free-arm Drawing* to encourage direct bold expression.

"*Firm-point* should not be limited to lead pencil, but chalk, crayon, pens, etc., included, and these modes of expression interchanged with flexible point practice.

"*Mechanical Drawing* should be generally concurrent with various kinds of freehand.

"*Nature Knowledge Illustrations.*—Various forms of objects suitable to illustrate and correlate with the object lessons on Nature knowledge, etc., should be utilised.

"*Memory Studies and Inventive Exercises.*—These may be based on the above to train the memory and to encourage the inventive faculty of the child.

"*Model and Object Drawing.*—This is still a weak subject. In the preliminary stages more exercises are required to train the eye to judge angles, foreshortenings, proportion of mass, etc., by means of a series of graduated and rapid studies, preferably drawn free-arm on a bold scale.

"*Geometrical and Scale Drawing.*—More practical work from actual objects is essential, and in the advanced class working details, sections, etc., should be added, so that a boy may thoroughly understand his drawing before he enters the manual training workshop."

"In the large schools, the circumstances are of course different. With a staff of teachers under a competent head, there is less likely to be serious error. But here also the managers, whether a Board or a Voluntary Committee, ought to know with approximate accuracy and without dependence upon official reports the state of the discipline and attainments in each school under their charge. As a rule the members of Boards have no leisure for frequent personal visits to the schools; but there are exceptions. The Hornsey Board has always, since I have known it, included several members who have been able to give much time to this particular work; the intimate acquaintance they have acquired with the working of the schools, and the friendly relations they have established with the teachers, have been extremely helpful to all concerned. Where, as in most cases, this is impossible, an effective substitute should be found in the services of a paid officer, and his oversight should not be permitted to become, as it occasionally does, perfunctory and nominal. It ought never to be necessary for a managing body to ask for His Majesty's Inspector's opinion of a school, except for purposes of comparison with their own."

Mr. Claughton:—

The educational problem.

(1). Efficiency of the teachers.

(2). Half time in country districts.

"It appears to me that in order to make our elementary education satisfactory our problem is twofold.

"(1). We must level up the general efficiency of the teachers. There are plenty of really good schools scattered about the country, and the model school that we aim at is no fanciful creation. It seems to me that the only way to effect this improvement is to gradually insist on the employment of trained teachers, and for this we require an extension of the existing training colleges.

"(2). We must retain the children longer at school, and we must do this without making them lose the taste for country life. At present country children in the bulk leave school at twelve years of age, and much of the money spent on their education is thus practically wasted.

I have the honour to be, etc.,

W. E. CURREY.

*To the President of the
Board of Education.*

GENERAL REPORT *for the Years 1901 and 1902, by J. A. WILLIS, ESQ.,*
one of His Majesty's Chief Inspectors of Schools, on the SCHOOLS
in the SOUTH-WESTERN DIVISION, comprising the Counties of
CORNWALL, DEVON, DORSET, SOMERSET, and WILTS.

My LORD,

I have the honour to present my report for the last two years on the South-Western Division of England, comprising the counties of Dorset, Wilts (less 5 Union Districts), Somerset, Devon, and Cornwall, and three Census Districts of Hampshire.

The configuration of the Division and the railway difficulties are great obstacles to sufficient freedom of communication between the Chief Inspector and his colleagues ; and the petty incidents of work in my own widespread and somewhat chaotic district have not left me the necessary time for that purpose.

The staff consists of one chief Inspector and seven District Inspectors, one Junior Inspector, two Sub-Inspectors of the first class, and thirteen of the second class—total 24.

Since my last report several important alterations have been made in the boundaries of the Inspectors' districts. The Barnstaple district has been reconstituted since January, 1902, under Mr. Routh. The Newton Abbot district has been divided, on the retirement of Mr. Wilkinson, the Newton Abbot and Tiverton Census districts being attached to the Exeter district, and the Totnes and Kingsbridge Census districts to the Plymouth district ; while the Census districts of St. Columb and St. Austell have been transferred from the Plymouth to the Cornwall district.

On this subject Mr. Fisher, Plymouth district, writes :—

" The exchange of a population of 46,416 with sixty-six departments, for one of 58,134 with ninety-six departments, adds a good deal to my work, especially as the population in my Three Towns alone has risen by 40,000 since last census. I lose nearly all my china clay, and a good deal of my bracing sea-air, and add to my wealth of farms, and the softer kind of sea-breezes."

The *personnel* of the staff has been altered by the retirement of our genial colleague, Mr. Wilkinson, and by the return of Mr. Campbell to the Cornwall district, from his labours in Siam. In the Bath district Mr. Household, Junior Inspector has taken the place of Mr. Wynn-Williams, transferred.

reserved and would have warranted the pen of Dante to describe. The essential function of class-rooms, however, is far too frequently ignored: instead of being "withdrawing" rooms for each class in turn, they are mostly treated as small school-rooms for the exclusive use of one class.

~~supplementary~~ I have quoted Mr. Campbell's laudatory remarks on the playgrounds supplied by the St. Austell's Board. This is a matter on which I have had occasion to observe in a previous report, and which is of increasing importance under the Regulations as to Physical Training. It is, of course, obvious that, in determining the amount of open space to be required in each case, the age and conditions of the school and the nature of its surroundings deserve consideration. In my own experience, I can point to a village school facing an unfrequented country lane, in which the children can play and drill in practical security; another, again, facing a great main road, where the dangers justified the removal of the school. In a town, other considerations have to be dealt with. If the open spaces attached to the schools are but small back-yards, as, e.g., at the Taunton Central St. Mary's, Memorial, and St. John's schools, the question has to be decided whether they are in any way sufficient for the drill of separate classes, without undue interference with the school work of the other classes which must be carried on at the same time. In cases where there is absolutely no open space available, as at Taunton Wesleyan and British schools, the Managers can have no cause for complaint if the defect is treated as vital.

On this subject Mr. Fisher, Plymouth, reports:—

"A number of schools, especially in towns, have no proper space for effective open-air drill; and I imagine one of the duties of a local authority would be to ensure such."

One remark I would add about the use of playgrounds, viz., that it should be made quite clear to teachers that they are responsible for the custody of their scholars during the short recreation-time, as much as during work-time, and that the practice of allowing them to leave the playground and run home, or elsewhere, in their fifteen minutes' interval is alike forbidden by the Regulations of the Board of Education, and subversive of the general rules of discipline. Playgrounds should be adequately fenced, and the gates locked or properly guarded.

Mr. Mostyn Pryce calls attention to the still very ineffective methods of warming and ventilation. He says:—

arming
d
ntilation. "The effect of the fashionable hot-air pipes is to bake all the ozone out of the air of the room, which is nearly always insufferably oppressive. Perforated zinc ventilators become choked with dust, while the trap-doors which pass the hot air into the space between the ceiling and roof, allow it afterwards to descend in the form of a blast of cold carbonic acid gas: hence drowsiness, general dulness, and inability to resist infection for lack of purifying oxygen."

These remarks apply very commonly, and it would certainly be desirable to insist in every case upon the adoption of some system for disposing of the heated foul air in the apex of the roof, either by through-ventilation or otherwise, and to require an annual certificate that the whole ventilating system is in actual working order.

Mr. Fisher, Plymouth, remarks on a very common evil :—

"The desks are not as a rule graduated properly, making it impossible Furniture. to secure a good position in writing for every child."

To the word "writing" I may add drawing, in which the effects of high desks are even more disastrous.

The fault is, of course, not in the manufacturer, who can know nothing of the circumstances of each school, but in the negligence of managers, who give a vague order, and then prefer to inflict a serious inconvenience on the scholars to the expense of changing for a proper article.

ADMINISTRATION OF EDUCATION ACTS.

In view of the radical changes now imminent, I may compress Bournemouth my colleagues' observations on the administration of the Education Acts and its outcome. Mr. Mostyn Pryce reports that he has been in communication with each of the 26 local authorities in his district. Two School Boards, those of Sturminster Marshall and Morden, employ no attendance officer; but in the first-named case the good influence of the chairman and of the teachers has made up for the deficiency. School attendance is very efficiently supervised in the County Borough of Bournemouth, in the Boroughs of Poole and Blandford, and in the Ringwood and Poole Unions. The Borough of Weymouth compares very unfavourably with the foregoing in this matter. He reports a much-improved condition of things in the Portland Urban District. The record of low attendance is achieved by the Handley and West Chickereil Boards at 71 per cent. The last-named Board pays its attendance officer £4 10s. per annum; three other Boards pay £4. Robson's Act is ignored by the majority of authorities. He sums up as follows :—

"Out of the twenty-six local authorities, eight only can be reported as satisfactory. Ten show but little zeal in their work, and produce little result, while the work of eight is distinctly bad and worse than useless."

Mr. Gordon reports :—

"Though here and there improvement in attendance is manifest, there is genuine neglect still apparent in several unions. (The authorities of the Sherborne. Dorchester, Bridport, and Beaminster Unions must be exempted from this imputation.) Employers are rarely prosecuted, and where this is done, a common loophole—especially in agricultural cases—is for the employer to disclaim any responsibility on the plea that he employs the father, not the boy. In Sherborne the attendance, even in the summer quarter, is down to seventy, while the children are playing about the streets. Why, I wonder, in the Shepton Mallet and Wincanton Unions are the schools opened ten times a week, when parents are openly informed that, as long as they send their children eight times, no notice will be taken?"

of Devonport, Plymouth, and Stonehouse have met to discuss the question, and the Mayor of Plymouth spoke very strongly in favour of it. The advantages which would accrue to education, cannot be over-estimated. At present there are three School Boards, all efficient within their own areas, but losing vastly in aim and action from the lack of union. With common action it would be easy to maintain a good Secondary School for the candidates and Pupil-teachers (of whom I estimate that there are at least 250), and a Day Training College for them at the close of their apprenticeship. Thus the Three Towns would form a self-sufficing unit as far as Elementary Education is concerned. My colleague of the Secondary Branch can doubtless show that united action would extend the field in his direction also."

As to local authorities, Mr. Fisher reports :—

"I have seventy-two School Boards, and eight School Attendance Committees. The authorities in the large towns certainly do their best in the matter of school attendance, and some of the smaller Boards do respectably, but the majority of the rural authorities are as efficient or inefficient as usual, though there are some signs of awakening."

He gives an instance of magistrates having dismissed all summonses in respect of children between 13 and 14, on the ground that the bye-laws fixed 13 as the age at which they were entitled to leave under any circumstances.

Truro.

Mr. Campbell addresses himself to the quality of the average School Board in Cornwall, which he describes as about as bad an educational authority as could possibly have been invented, whether in respect of the motives of the individual members for seeking election, of their educational calibre, of their relations to their teachers, or of their interest in Education. He admits some exceptional cases of commendable, if not conspicuously brilliant, work; while of the St. Austell's Board, he says that it need hardly fear comparison with any other Board in the Kingdom. As to the attendance, Mr. Campbell says :—

"Under pressure from the Board of Education, many of the School Attendance Committees have begun to bestir themselves, and the attendance shows distinct signs of improvement. But the magistrates have still to be reckoned with, and most of them seem to have no adequate idea of the importance of attendance, or else are too timid to brave public opinion."

In taking leave of this important subject of the administration of the Education Acts and its results, I would say that in view of the now imminent change of system, I have not thought it necessary to give the *ipsissima verba* of all my colleagues thereon; but I have quoted enough to prove that the question will not be dealt with properly, unless the Education authority puts at the fore-front of its duties the appointment of sufficient and efficient attendance officers at adequate salaries, and the proper superintendence of their work; and unless it be strong enough to bring weight to bear upon unwilling benches of magistrates and, where necessary, to bring their mistakes under the notice of a higher tribunal. An authority of this sort, once proved to be in serious earnest, may be safely allowed to exercise a good deal of minor discretion in tempering the severity of the local application of general rules,

May I venture, in conclusion, to refer to my report of 1901, as showing that even now, under the compulsion attending outdoor relief, the attendance of pauper children is from 94 to 95 per cent.; and that the difference between that figure and the actual percentage of attendance is a fair measure of the success of the local administration of the Acts.

SPECIAL SCHOOLS.

Mr. Mostyn Pryce reports :—

The Committee for the Borough of Bournemouth appointed a Medical Bournemouth Officer to examine defective and epileptic children under the Act of 1899, and a printed list of thirty-two children was prepared. The Act does not, however, appear to be more effective here than elsewhere in any district. The parents unanimously oppose the removal of their children *vi et armis*, and public bodies are naturally disinclined to take forcible measures."

There are no special schools in West Somerset, though there are Taunton. defective children enough in all conscience. The nearest being at Bristol or Exeter, the local authorities are not zealous to incur the necessary expense, and the parents express much the same objections as mentioned by Mr. Mostyn Pryce.

Mr. Fisher :—

"Devonport and Plymouth Boards alone provide schools of special instruction. In each case the school is doing good work. The Plymouth School, at present badly housed, will shortly share a fine pile of buildings with the School for the Deaf, and the Pupil-teachers' Centre. The Devonport School, also in temporary buildings, is before long to have permanent accommodation."

STAFF.

Mr. Mostyn Pryce remarks on the difficulty experienced by Bournemouth managers in obtaining under the new system of inspection trustworthy evidence as to the capacity of applicants for the post of teacher, testimonials being little to be depended on, and Inspectors' reports too general. He can only advise managers to trust to luck, and to their own careful supervision of the teachers' daily work, and of the periodical examinations. On the matter of salaries, he is of opinion that increases have been given out of the Aid Grants far too indiscriminately, and without sufficient investigation of the question whether the increase of the salary of the existing teacher also increased the efficiency of the school.

Mr. Gordon says as to teachers under Art. 68 :—

"I cannot endorse the somewhat sweeping and condemnatory opinions expressed from time to time on Article 68 Teachers. Weak ones there are, no doubt, in plenty; but there are many who have done splendid work, and have filled a gap, which but for them would have made many a struggling school unworkable."

Exeter. Mr. Cowie takes a somewhat less saturnine view than Mr. Mostyn Pryce of the salaries question as affected by the Aid Grant. He says :—

"In some cases it has enabled managers either to raise hitherto inadequate salaries, in others to employ more efficient assistants."

Mr Routh reports :—

Barnstaple. "The usual difficulty in securing teachers in the country ; and assistants are usually qualified under Article 68 only. In some schools it would be better if teachers under Article 82(b) were more frequently engaged as head-teachers, instead of certificated teachers on the verge of superannuation."

Mr. Fisher says :—

Plymouth District. "I notice that in the towns teachers qualified under Article 68 are increasing in numbers, while they are improving in quality. I do not think that this is altogether satisfactory ; and I would certainly suggest that not more than one be employed in the same department."

Mr. Campbell says :—

Truro District. Staffing. "Cornwall, being so isolated from the rest of England, labours under peculiar difficulties as regards staffing. It requires a special inducement to make teachers come down such a distance from their homes ; but as salaries here are as a rule cut down to the very minimum, it is not surprising that the supply of competent teachers from outside the county is far from being equal, I will not say to the demand, but to the requirements of the case.

"On the other hand, there is in some localities a tendency to a congestion of ex-Pupil-teachers, whether they have failed in or passed the King's Scholarship examination ; and an infusion of new blood is often sadly needed. It is particularly unfortunate that the majority of Cornish Pupil-teachers, being Nonconformist, can only qualify for such colleges as Southlands and Stockwell. The standard here not being a high one (as may be judged from the fact that only one Pupil-teacher in my district took a first-class last year), but few of the girls are good enough for these colleges ; and though many of them are high enough on the list to get into one of the less sought-after Church colleges, they have, nevertheless, to forego the advantages of training. With their still more unfortunate sisters, who have failed altogether, and linger on under Article 68, they form the staple of the staff in too many a country school."

As to teachers' salaries, he adds :—

"I am sorry to say that the system of paying the head-teacher according to the grant still lingers in some cases. One headmaster applied to his Board recently for a fixed salary ; but they replied that they could not possibly entertain such a notion, for as long as his salary depended on it, the Board of Education would be much less likely to lower the grant, or to withhold it altogether."

Taunton. I have little to add to the remarks of my colleagues. I agree on the whole with the view that, so far as staff is concerned, the effect of the Aid Grant has been rather to increase inadequate salaries than to improve efficiency, and I apprehend that such was rather the purpose of the framers of the Act. I also agree that the operation of Art. 68 has been on the whole beneficial, especially in the rural districts ; a little firmness on the part of the inspector,

with the support of the central authority, should be sufficient to check the abuse of it.

Some notice may be taken of the new class of teacher known as "Art. 82 b," corresponding very nearly to the Provisional Certificate under former Codes, and composed of teachers who have qualified as assistants, and having received a special recommendation from the Inspector for practical skill, are licensed for schools with an average under 40. A few of these are at work in the Taunton district, and my experience of them is decidedly favourable; in some cases their work is quite remarkably good, showing the vigour of youth, and striking aptitude for work.

PUPIL TEACHERS.

Mr. Mostyn Pryce reports that excellent work continues to be done at the Bournemouth Pupil Teacher Centre, on the roll of which there are 75 students, from Bournemouth, Poole, Wimborne, Lymington, Christchurch, Parkstone, Hamworthy, Hordle, and Bransgore; it is held in temporary and not very suitable buildings, but a hope is expressed that the local Church Schools Association may provide better. The results of examinations suggest that the upper division has not had the benefit of the whole course of instruction:—

| | Candidates. | 1st
Class. | 2nd
Class. | 3rd
Class. | Below
Classes. |
|--------------------------------|-------------|---------------|---------------|---------------|-------------------|
| King's Scholarship Examination | 9 | 1 | 4 | 3 | 1 |
| Pupil-teachers' Examination | 38 | 23 | 13 | — | 2 |

Mr. Gordon expresses his regret that there is no real centre in Sherborne, his district, and (except, perhaps, at Yeovil), the Pupil Teachers cannot be spared during the day. Saturday classes have been started at Sherborne, Yeovil, Bruton, Mere, and Bridport in drawing, elementary science, and mathematics; the expense is shared between the respective County Technical Committees, and the Managers, who are assisted thereto from the Aid Grant. The Sherborne Technical School Committee have so good an attendance as to make their class self-supporting. The details of results are somewhat too minute for a General Report, but it is to be gathered that they are very successful in drawing, and fairly so in the other subjects.

"But for these classes, all these certificates could not have been obtained; and the work done in preparation must have been a valuable mental exercise. At first our students shirked the Elementary Science work terribly, especially in home preparation, but the lecturer at Sherborne and Yeovil, by persistent effort and incessant experiment, has overcome their shyness for the subject."

Mr. Curry reports:—

"In Wiltshire we have now no further use for Voluntary Associations in Bath, carrying out the instruction of Pupil-teachers, which has been taken over

Time Tables to meet the varying conditions of schools. One thing is clear, that if we increase the number of subjects, we must diminish the amount of time allotted to each ; and we must, therefore, not expect as much as we did from the children. In geography and history we cannot well have more knowledge than may be got from reading lessons properly explained ; nor can we expect much in the way of formal examination. A great deal will depend on the choice of books. Some simple lessons in Hygiene should be introduced into the object or Elementary Science course."

Mr. Campbell says :—

Truro.

"An unnecessary amount of time is spent in getting up useless rules of arithmetic, some of which, especially in rural schools, could be more profitably devoted to developing further interest in Nature, and stimulating love of reading."

Taunton.

My experience in my own district is not quite so favourable as that of the majority of my colleagues. Putting curriculum out of the question, as dealing only with the number and nature of the subjects of instruction, in which matters the injunctions of the Code are invariably followed, I must say that the scheme of instruction (or Syllabus) is the matter which is the most difficult to deal with. The faults of the Syllabus have been mainly two : the first is (1) that suggested by Mr. Fisher's remarks, with the tenor of which I cordially agree, the attempt to incorporate the standard required in old Codes into the present Syllabus ; and (2) the attempt to introduce fresh subjects without a proper re-distribution of time.

The scheme of work in arithmetic, geography, and history is almost always too large and too detailed for rural schools, too "secondary," in fact, for any but the quasi-secondary urban schools. In arithmetic, most of the practice, and all the more crabbed work in fractions must be thrown overboard, and all but the principle of decimals. (I must insert a parenthesis here with regard to a totally different matter, to point out that we are all seriously embarrassed in this point by the shackles of the Labour Certificate examination.) With respect to the instruction in geography and history, while I am not entirely at one with Mr. Fisher (for, to my mind, oral lessons with bright illustrations by picture or otherwise are far more effective than reading lessons), I quite agree with him as to the amount of the knowledge to be required. The aim of instruction (in all but the higher urban schools) should be to give the children a broad but correct idea of the world, through the British Empire and all its more important members ; and this is within the power of the smallest school in the kingdom, if the teacher knows enough of the subject to distinguish between the broad necessary outlines and the narrow unnecessary details.

In grammar the instruction has been generally brought within proper bounds ; in some cases children still prate about the predicate ; but generally teachers confine the work to a recognition of the functions of the various parts of speech, and of the meaning of such terms as are needed for proper criticism of composition.

As to history, a general outline is all that is either possible or desirable. The practice of studying this subject in periods, Early:

Plantagenet, etc., is only adapted for schools composed of a corresponding number of classes, which are almost exclusively urban schools, and it involves an amount of detail of a sort quite foreign to the mind of the Elementary scholar. Nothing can be more mournful than to see little unfortunates, on their first introduction to history, laboriously spelling their way through statements in journalese English about the policy of Sir Robert Walpole, because, forsooth, "We are taking the Hanoverian period!"

If this be called lowering the standard of Education, I am content to abide the charge; I should myself describe it as securing the better focussing of the subjects to the eye of the ordinary child. To the objection that thus the extraordinary child is left out of account, I reply that it need not be so. The extraordinary child may be treated separately and allowed to train itself by private and well-supervised reading. The number of such does not at present promise to be overwhelming.

The second principal fault in the Syllabus is the defective distribution of the time available among the subjects. To a great extent this is connected with the fault on which I have remarked above, for, of course, if what they call the "old" subjects are to be maintained at their previous standards, any additional subject must come off very short. In re-distributing the time, I should not advocate any reduction in that allowed for reading, except in the case of classes—or individuals—who have really mastered the art, and who ought to be utilising it by "getting up" the contents of their books in silence. The instruction of these in elocution, too often neglected, should be a part of their recitation exercises. Many scholars in country schools, especially girls, who can read an ordinary book with ease, are made to waste their time by standing up with a lot of Standard IV. boys who are not out of their ordinary spelling difficulties. The time allowed for composition can suffer no reduction. But in arithmetic there is room for curtailment in many schools, I have the Time-tables now before me of two schools, both good in their way, in which one quarter and one-third respectively of the whole lesson-time is given up to that subject. In my opinion, three-quarters of an hour a day is ample to get up all that ought to be required, and to give the necessary facility and accuracy in manipulation of figures.

METHODS OF INSTRUCTION.

I may now pass to the observations of my colleagues on the methods employed to bring the matter of the Syllabus home to the minds of the children in a workmanlike way. If the curriculum be taken to represent the strategy of the Educational army, the syllabus or scheme of work will correspond to its tactics, while the method of instruction is the handling of the battalion, or nowadays the company-unit. Some of the Inspectors address themselves to points of method without any special reference to the new departure

not an imperfect echo of literary language, but his own, we shall have done well by him. Such a scholar wastes time in writing down 'the substance of a story,' and still more in attempting unreal essays on abstract subjects. As for the few scholars who show an appreciation of literary English, and a capacity to use it, by all means develop them on higher lines. But discrimination is important, and it should be applied in arithmetic as well as in composition. Spelling must always be a difficulty; we have produced too many scholars able to spell words foreign to them, but weak in distinguishing 'is' and 'his,' 'where' and 'were,' 'has' and 'as.' "

From the tenor of the above reports it may safely be gathered that while the Ambulant Training College, now formed by His Majesty's Inspector, has been fertile in good results, there is still much room for its operation, and that on the most rudimentary matters. The question of reading has been discussed *ad nauseam* : but it is needful to remark on tendencies which, I think, the new method of inspection tends to foster. One is, allowing the more advanced readers to do most of the work; and another, devoting too much time to the matter, and too little to the actual reading. To these two faults the individual examination afforded a corrective.

On writing, I fully endorse my colleagues' remarks; as to the position of the pen, I think saner ideas are coming in, and the relation of the spread of the nibs to the formation of the letters is more generally recognised and taught; but, as to position of body, etc., commented on so strongly by Mr. Fisher, it is not creditable that the faults should be so common, and so deliberately committed. Such an elementary truth as that the feet must be kept in front and not under the seat, in order to keep the body from pressing against the desk, seems to be recognised by few; and against the injunction to put the left arm *round* the slate or book, and so compress the chest, I have made a regular crusade. It is to the credit of the new system that these elementary defects have been thus detected; but it is pitiable that they should be so common as to call for public remark.

My remarks on spelling will come more properly under the next head than the present. So far as I can see and gather, the methods in use have been improved, under advice; and in my own district I have made some point of dictation, and with some good result, and I trust that my colleagues will be able to prevent it from "disappearing." There is room in the world, though not in this Blue Book, for an excursus on the present position of the question of spelling in England.

The methods of instruction in composition appear to have improved under the new system by the introduction of it in lower classes, and by the use of object-lessons affording the children some concrete matter for their exercises. The English abhorrence of the abstract and ideal must be reckoned with, and the power of writing from imagination should not be expected from elementary school children.

The value of the present instruction in arithmetic has called for little remark from my colleagues, if I may except the short but

weighty observations made by Mr. Routh on the tendency to neglect concrete work in favour of abstract. Having paid special attention to this subject, I am in a position to corroborate fully his testimony, and as it bears directly on the most vexed question of the day, I will venture to occupy a little space in dealing with it.

It is a common belief that the methods of instruction under the old system of inspection fostered accuracy at the expense of intelligence; but I venture to say that, so far as arithmetic is concerned, that belief is only partially correct. It is true that the instruction in the lower groups was often as abstract and unintelligent as could be conceived; but, on the other hand, the variety of the sums set in the official tests, the concreteness of a great number of them, and, I may add, the care with which the examinations were policed, necessitated intelligence as a condition of success. The changes of the last few years have coincided with a very great advance in the methods adopted in the lower classes, notably in the matter referred to by Mr. Routh, the substitution of concrete quantity, in matters which young children can realise, for the heavy abstract numbers of old; and if it cannot quite be averred that only teachers in their first or second childhood stick to the old methods, it may safely be said that the more rational view is taking a good hold. In the upper classes, however, it appears to me that a similar advance has not been made; the necessity for intelligent grasp of a question has been far less insisted on, and very little attempt has been made to carry on the lower group methods on a wider ground. At best, concrete quantities are illustrated by lines or rough drawings, and in many schools I fear they are not illustrated at all: thus, a set of scales and weights is not to be found in one school in fifty, and subjects like surface measurement, averages, and percentages, which are eminently suitable to rural schools, and at the same time well adapted to real and practical illustration, are generally avoided.

Other defects of method which are sufficiently common to require special notice are as follows: 1. The neglect to provide temporary occupation for children who are waiting, either in a single class for their slower comrades, or in a small school for their teacher. Again, the waste of time in mere transcription; I have found one group spending their time in copying a page of history, another a page of geography, and a third a page of reading book, and thus satisfying the time-table for history, geography, and composition respectively. Again, the waste of time in writing up sums in an exercise-book, after they have been worked elsewhere. 2. The slowness of much of the work, generally in arithmetic, and sometimes in dictation; I have timed an upper group (Standard V.) writing from dictation at the speed of one letter per two seconds. 3. The lack of interest displayed by too many of the staff in the previous preparation of their lessons; it is a pleasure, but a rare one, to have the notes of the coming lesson presented to one's notice. I fear the increasing pleasantness of school work, which has accom-

panied the abolition of examination, is not remotely connected with the appearance of some of the above defects.

RESULTS OF INSTRUCTION.

Mr. Mostyn Pryce reports, in addition to his remarks already quoted :—

"Reading is generally good except in a few of the smaller rural schools, and in those where this difficult instruction is delegated to young teachers, It is impossible to judge correctly the exact value of the arithmetic in the absence of precise tests, similarly it is not easy to report with certainty on the general condition of spelling. The results of the oral instruction in geography, history, and science cannot be said to be so universally successful as the written work. Excellent lessons are given by the teachers, but often very little effort is made by the children. There are a few classes in some of the larger town schools, chiefly at Bournemouth, where it is found desirable to retain more advanced scholars, in Algebra, Bookkeeping, Mensuration, Shorthand, Magnetism and Electricity, and French; but elsewhere such subjects have generally disappeared."

Mr. Curry adds to what I have already quoted :—

"The weakest point is still composition, but an experiment tried at Swindon Bath. to ascertain whether the children in the higher classes of good schools could read with intelligence and profit, produced very pleasing results. The book chosen was 'Ivanhoe.' About ninety boys and as many girls competed; the paper set was a searching one, and the children showed themselves well able to express their thoughts, and displayed an accurate and intelligent knowledge of the book. I intend to try the experiment again in schools not, perhaps, so favoured as those of Swindon."

Mr. Cowie reports :—

"I find nearly everywhere improvement in general knowledge and intelligence. There is, perhaps unavoidably, some falling off in accuracy, especially in spelling, but the gain far outweighs the loss."

Mr. Campbell reports :—

"The educational standard continues, in my opinion, to rise. I see no evidence myself to support the charge of increasing inaccuracy brought against the present system, even among the more backward children, but even if it were true that in some cases the stupid majority were to some extent sacrificed to the cleverer few, I see no great cause for lamentation. The improvement in general intelligence in many schools caused by the development of object teaching is very marked, and this improvement is enhanced by the increasing practice of taking composition, as it is often done, from the lowest standards, in connection with object lessons, and other class subjects. I look, indeed, on the great improvement in composition, and accompanying it, *pari passu*, the emancipation from the old tyranny of formal grammar, as among the most satisfactory changes of the last few years."

With respect to my own district, I have sincere pleasure in reporting that there is a sound and steady progress in intelligence. Situated in a purely rural district with no large towns, and with sparse and generally unconcentrated manufactures, we have no opportunity of emulating the populous northern districts; and our Capuan air is not entirely favourable to ambition. There is many a teacher in the district "who ne'er has changed, nor wished to change his

place." The more credit to such, that I can record a general willingness, and even a desire to take part in the general advance. Perhaps the most pleasing impression that is left on my mind is that of the out-of-the-way little schools, nestling under the Quantocks, weatherbeaten on the Brendon Hills and in the wilderness of Exmoor, or hidden in the labyrinthine lanes of Mid-Somerset, where, in spite of all drawbacks, both teachers and scholars are bright, earnest, and happy. The existence of such schools, and the visible progress that they make, under such stimulus and advice as the Inspector can give them in his short visit, inspires him both with confidence in his methods, and with hopefulness as to the solution of other difficult problems which present themselves mainly in the towns.

I have reason, however, to think that one important item, viz., the arithmetical capacity, has suffered a temporary deterioration. My reason for so saying is the ill-success of children in the tests that I have, *vel fraude, vel prece, vel vi*, contrived to give the first class in some schools. The sums I have set have been of the simplest, *e.g.*, "If I earn thirteen guineas a quarter, and get an extra 8s. at Christmas, what is my yearly wage? What weight of butter do I eat in a year at 2 ozs. a day? How long shall I be in getting through five lbs. of sugar, eating $2\frac{1}{2}$ ozs. a day? What weight of coal is burnt in the month of December at 10 lbs. a day?" If questions of this sort, which obviously make little demand upon the power of sustained accuracy in calculation, are fairly and patiently placed before the scholars, they ought surely to afford sufficient opportunity for the exhibition of that wider intelligence which the abolition of set examinations was expected to foster. Unfortunately the reverse has been too often the case; principles and methods have been most woefully to seek, and simple processes ignored or misapplied; and this quite as much in the larger classes of town schools as in the purely rural districts.

It may be asked, what did the Quarterly or Annual examination returns show as to these children? Well, they generally show acres of long sums, beautifully written out and mostly correctly worked. But I attach little value to these books so long as the habit is kept up of working the exercises elsewhere, and transferring them to a "tidy" book.

Of the results in most of the subjects taught mainly or entirely orally, it is difficult to form an estimate; but, on the whole, I am afraid I must report a somewhat downward tendency. The improvement in method commented upon by one of my colleagues in the disappearance of simultaneous answering may be partly accounted for by the disappearance of general knowledge of the subject. As a rule, there are always one or two scholars to testify that the instruction has been given; but the general diffusion of the knowledge is, I fear, less than it used to be.

I have to congratulate the teachers of the district upon the interest and co-operation which they show in the classes that have been started for their benefit in nature-study, and in physical

training. The lectures, mainly on plant life, given by the County Instructor at various centres have been well attended, and have been a great success. I understand that there is a general call for the creation of fresh centres, and for their continuation where already started. The response of the teachers to the late Drill circular has been really enthusiastic. It has lately been suggested that similar centres should be formed to assist teachers in drawing. The excellent effects of these classes in arousing interest and improving methods make me regret the existence of two great obstacles to their further development, the first being the extraordinary inconvenience of the local communications in this district; and the second, the impossibility of taking teachers from their work so often as would be thus required. I think there is one slight defect in the nature-study classes, as at present carried out, which cannot be immediately cured, but which requires consideration. Owing to necessities, into which I need not here enter, the attention of teachers has been rather too exclusively directed to plant nature and animal and inorganic nature are a little neglected. I have found occasion to point out that the object being to cultivate general powers of observation, they should not confine the interest of the children to one branch of nature, however interesting and important.

The fact that, in spite of some indications of backsliding in other respects, I can give a generally favourable report as to progress in intelligence is due mainly to these lessons on nature, which have been a potent factor of good results, in the rural schools especially. They have been eminently useful, in the first place, in affording to the Inspector an opportunity for making practical suggestions on points of general method, which, in their concrete form, are far more useful to the teacher than pages of psychology, and in the second place in making the child realise the true meaning of school work. To say that in many cases teachers take in, or work out, the whole idea presented to them is, of course, to claim too much; but something generally sticks, and proves a useful ferment.

COTTAGE GARDENING.

In logical, and I hope to a certain extent in actual, connexion with nature-study, I may take cottage gardening. Mr. Gordon reports:—

"School gardens are very slow to 'take on,' for three reasons: ground is Sherborne, hard to get, the expenses are great, and the grant is inadequate."

Mr. Curry reports:—

"It has been taught with success at many of the country schools. The summer course arranged by the County Councils for the teachers, has proved Bath.
of great benefit."

Mr. Cowie reports two schools only as taking this subject. Exeter.

Mr. Fisher reports :—

Plymouth.

"There are school gardens at Laira Green, Plymouth Board (now liable to be swamped in the flood of bricks and mortar) ; also at Molborough Church of England School, which is to be extended for the growth of vegetables. Plans of the little gardens are drawn to scale, the seeds are collected and stored, and illustrations are furnished for object-lessons. I wish more schools would follow this admirable example. Anyone who has seen the working of school gardens in Germany, or who has read the Board of Education's excellent report on them, must realise how largely the work of schools may be healthily affected by them."

Mr. Campbell reports :—

Truro.

"Gardening has been taught in only a few schools, but the results have been most encouraging. There is no reason why in a district like this, cottage gardening should not be the rule rather than the exception, if the matter were taken up by the County Council."

Taunton.

The number of cases which I have to report in Somerset is but small, and I confess that having regard to the difficulties mentioned by Mr. Gordon and the necessary monopolisation of the most experienced—often the only—member of the staff by a very few, I am not surprised. Nevertheless, where opportunity exists, I echo Mr. Fisher's observations ; as I said in my last report, I believe that if teachers were minded, the cottage garden could be made the basis of the whole rural education.

INFANT SCHOOLS.

My colleagues have not favoured me with much information on infant schools ; probably they have nothing to add to the commendations of previous years. A complaint again made by Mr. Mostyn Pryce against blunt and stumpy pencils shews the prevalence of a fault which is little creditable to the teachers.

Mr. Fisher pours forth righteous wrath on a teacher in sole charge of 80 babies, calling them one by one to the blackboard to make a letter with the chalk. He also notices the fault of leaving these young children unemployed, a fault which is only remediable by greater supervision than is always practicable.

Mr. Routh points out that there are few infant schools in the Barnstaple district, as in most cases the average attendance of infants is under 20. He considers that teachers might give more attention to overcoming the reticence of country children, and encouraging them to speak correctly.

COOKERY.

Cookery is not much taught ; Mr. Mostyn Pryce and Mr. Cowie mention it, and I have some schools in Somerset, but the instruction is not on the increase. At Weston-super-Mare there is an excellent school of cookery, and also for laundry work.

LACE-MAKING.

Mr. Cowie reports that some instruction is given in lace-making at Honiton and Beer, and it is proposed to start a class at Lyme Regis. This subject deserves more support than it receives. There is room for a lace-making class at Taunton, but neither from Whitehall nor South Kensington could any assistance be obtained. South Kensington is willing to favour lace designing, which, if I remember aright, it quaintly classes with machinery and architecture; but the humbler business of manufacture it passes by.

PHYSICAL TRAINING.

Mr. Mostyn Pryce reports :—

"In nearly all my schools the Model Course of Drill is in progress, and teachers' classes have been started. The Bournemouth schools have been under a paid instructor for some years; but the children take more interest in their own teachers, to whom the drill lessons form a valuable adjunct in the matters of authority and discipline."

Teachers' classes are in process of formation in the Sherborne Bath districts.

Mr. Cowie reports :—

"Military drill is taught at most of the town schools; the model scheme Exeter is being adopted in a good many; but lack of playgrounds, and of qualified instructors, present serious obstacles."

Mr. Routh reports :—

"Physical training has been reluctantly undertaken by the majority of teachers; and in some cases considerable persuasion, verging on compulsion, has been necessary to secure an attempt. The smallness of the staff in most cases, and the scattered nature of the greater part of the population are, of course, considerable, though not insuperable difficulties."

Mr. Fisher reports :—

"Physical training is at last being taken up in earnest, and teachers' classes are being formed; they can be most easily carried out on the initiative of the branch associations of teachers. Schools should be allowed to deviate in this point from the Time Table, according to the vagaries of the weather."

Mr. Campbell says :—

"Many schools have adopted the model scheme of the Board of Education in whole or in part, and the great majority take physical drill of some sort in the playground, where there is one. In this district there is only one class under a military instructor, viz., at Hayle, which is attended by about ten teachers, mostly women. A good many of the masters have been volunteers, and so are able to dispense with such instruction. The smartness and aid to discipline, produced by good drill, are undeniable; but there are few subjects in which such a difference of aptitude is to be found among teachers, and so-called military drill, carried out in a half-hearted way by a teacher, whose bent is not in that direction, is worse than useless. Even at its best, it is but a poor substitute for games."

Faunton
District.

In my own district I found some difficulty in exciting any interest in the original small model course, but the teachers' classes on the enlarged course have been taken up, as I have already stated, with real enthusiasm. Here and there some difficulty has been raised, owing to the supposed introduction of a military element, and I understand that the Street Board objects to the study on this ground. It is scarcely necessary to point out that the word "military" has been avoided in all documents connected with this movement, and to object to physical training because it is essential to military instruction is about as wise as to object to bootmaking because boots are essential to wife-kicking. The idea that the rather perfunctory training received by a volunteer will fit him to give the instruction in physical training now required is a curious perversion of the same notion of a solidarity between soldiering and drill.

With respect to games, may I be pardoned, as one who myself have militated in old days in a certain line, though with little glory, in saying that there is a certain amount of cant on this subject? We are talking about little boys and girls; but we are thinking about cricket matches between semi-adults in the playing-fields of Eton or Harrow. Moreover, the game *par excellence* of the class provided for by Elementary Schools is football. Now, football gives some healthy running about to a certain number, but it is limited in its physical effect, it is confined to one sex, and the qualities of judgment and combination which it requires belong to more adult years; furthermore, I do not myself think that official encouragement of the professional footballer is either necessary or profitable. On the whole, while I would do nothing to discourage games, and while I would award much credit to the teachers who encourage them in a sound spirit, I am not prepared to admit that they are substitutes for the physical training which is now part of our curriculum.

Swimming.

On the cognate subject of swimming, I only hear of classes at Weston-super-Mare, at Rowbarton, and at Penzance. While I would do everything to further the instruction on this subject, particularly in seaside schools, it seems rather absurd that time should be taken out of the short school-hours for the purpose, especially as it can only be practised in the summer time, when the days are long and there is plenty of spare time.

DRAWING.

Mr. Geffcken, Sub-Inspector for drawing and manual work, reports as follows:—

"Drawing is improving slowly in many parts of the Division, though I regret to say the improvement is not as universal as I should like to see.

"Very few schools have really tried to work on the lines of the late Circular on Primary Drawing. In far too many schools the illustrations accompanying the Circular have simply been used as copies, showing how little attention had been given to the printed notes. Very little brushwork has been attempted, and when taken it was often simply colouring and blob work.

Many teachers hesitate taking up brushwork for the reason that they have never had an opportunity of studying the subject, and from what I hear, they would be glad to have the chance given them to attend classes. As far as I know, there are no classes held at present where brushwork is taught on the desired lines. If it could be arranged to have classes held officially at certain centres on the lines of the course given at the Royal College of Art on Primary Drawing in July, 1902, I am sure they would be well attended, and would have a highly beneficial effect on the drawing throughout the Division.

"An increasing number of schools are, I am glad to say, drawing more from actual things, and there is a greater use of the blackboard than formerly, but there is still great lack of method in teaching. The work is often haphazard, and not properly graded. Very few schools seem to keep their drawing books, etc., ready for use, so that a lesson can be begun without loss of time, and I seldom find that the lesson has been prepared for before. Insufficient staff, unsatisfactory or insufficient equipment, inconvenient premises, and bad light are the cause of much unsatisfactory work. Freearm drawing is becoming much more general, and is having a good effect on the other drawing, but I find when taught to pupils seated at desks, it is liable to degenerate into anything but true freearm work.

"Freehand, scale, and geometrical drawing have generally improved, but model is, as heretofore, weak. Infants' drawing is generally weak, but there are some bright exceptions, and an increasing number of schools in which it is being taught on rational lines.

"The great fault in many schools appears to be a want of continuity between the departments; the infants' course being arranged without reference to the work they will have later in the older scholars' department, and the drawing in the older scholars' department being carried on without reference to what the infants' have been taught before, causing overlapping and waste of time."

Mr. Curry, who enjoys a Sub-Inspector for drawing of his own, sends me a report which is so remarkably similar to that of Mr. Geffcken, that I may be content to note the fact as sufficient testimony to its value. He further calls attention to bad habits engendered in the lower classes by inattention to position of pencil, arm, and body, and in the higher classes he states that instruction in scale work and drawing to scale is not always kept up. It does not appear whether this is simply bad teaching, or the result of a mistaken view of the trend of modern ideas as to elementary drawing.

MANUAL INSTRUCTION.

Mr. Geffcken reports that manual instruction is given at 4 centres in Devonshire: at Plymouth, for 7 schools; at Exeter, for 8 schools; at Crediton, for 1 school; and at Barnstaple, for 7 schools. The instruction throughout is in wood work, but at Plymouth metal-work is also taught. I have no report from a similar officer in the other counties; but Mr. Mostyn Pryce states that there are similar classes at the Boscombe British School, Weymouth St. John's National School, and Portland Easton Wesleyan School. In Somerset I can only speak with certainty of a class at Weston Board School.

In concluding my report, I will venture to remark that, as the beginning of my official career was contemporaneous with the

introduction of Mr. Forster's Act of 1870, so Mr. Balfour's Act of 1902 about coincides with its close. During this period Elementary Education has been legally emancipated, and what was once the beggar's dole has become the citizen's birthright. It is idle, however, to deny that in the smaller towns and in the rural districts much remains to be done to bring facts up to the level of legal theory. May I express a valedictory hope, on the one hand, that the decentralised system now being fashioned into shape may be more successful than its predecessor in facing the difficulties which have been allowed to thwart the operation of the law; and on the other hand, that the spread of Education itself may make it ever less needful to appeal to penalties for its enforcement?

I have the honour to be, etc.,

J. A. WILLIS.

*To the President of the
Board of Education.*

GENERAL REPORT for the years 1901 and 1902, by J. G. FITZMAURICE,
ESQ., one of HIS MAJESTY'S CHIEF INSPECTORS of SCHOOLS, on
the SCHOOLS in the NORTH CENTRAL DIVISION, comprising
the COUNTIES of CHESHIRE, DERBY, LINCOLN, NOTTINGHAM,
and STAFFORD.

MY LORD,

I have the honour to present to your Lordship a report on the state of the North Central Division for the last two years.

Since my last report was published two districts have been Enlarge-added to the division, viz. :—The Louth District in the charge of ment of Mr. J. Wilson, and the Lincoln and Newark District, where Mr. division. Dale has succeeded Mr. Davies, removed to the Canterbury District.

These additions have considerably increased the rural character of the division.

The shape of the division is triangular, its angles being Grimsby, Birkenhead and Wolverhampton; it stretches from sea to sea; it comprises the basin of the Trent and Cheshire; it counts three cathedral cities within its area, and its public elementary schools are thus divided:—Church, 1,391; Board, 473; Roman Catholic, 107; Wesleyan, 88; British, 61; other Denominational, 15; Unclassified, 72.

I propose to make my observations under the following heads:—Attendance, Supply, Subjects of Instruction, Classification, Condition of Children, Physical Training, Pupil Teachers, Novel Experiments, Miscellaneous.

ATTENDANCE.

The following table shows the percentage of average attendance compared with the number of children on the registers on the last day of the school year, during the last four years, in the eleven districts comprised in this division.

| District. | 1899. | 1900. | 1901. | 1902. |
|------------------------|-------|-------|-------|-------|
| Stockport - - - - | 76·8 | 76·0 | 76·8 | 75·4 |
| Crewe - - - - | 83·7 | 83·1 | 81·4 | 84·0 |
| Chester - - - - | 83·7 | 81·8 | 82·9 | 83·6 |
| Derby - - - - | 81·1 | 81·4 | 80·3 | 81·5 |
| Louth - - - - | - | - | 83·2 | 85·3 |
| Lincoln and Newark - - | - | - | 80·6 | 81·4 |
| Nottingham - - - | 83·9 | 81·3 | 82·2 | 82·5 |
| Wolverhampton - - - | 85·6 | 85·6 | 85·6 | 86·7 |
| Lichfield - - - - | 84·6 | 84·7 | 86·4 | 85·9 |
| Stoke-upon-Trent - - - | 85·5 | 85·1 | 84·1 | 86·3 |
| Stafford - - - - | 85·0 | 85·9 | 84·6 | 86·2 |

The percentage for the division is 83·5, while that for England generally was, in 1901, 82·17.

In the division the percentage in 1899 was 83·2; so in three years we may pride ourselves on an increase of '3!

Best means
of securing
good at-
tendance.

The chief influence to secure good attendance is the general recognition of the necessity of education, and if this influence is supported by the enthusiasm of managers and teachers who will visit parents and urge on them the claims of education, and is further fostered by attractive teaching and by due appreciation of the scholars' share in the matter, through prizes, treats and holidays, it will I hope soon be strong enough to secure a reasonable percentage of attendance without much resort to the attendance officer.

Stafford-
shire good
attendance.

Staffordshire, as will be seen by the returns from the districts of Wolverhampton, Lichfield, Stoke-upon-Trent and Stafford, gives a good example to the division. It must, however, be borne in mind that a great portion of the other districts is agricultural, where attendance is obviously less easy.

Stockport, though first on the list, is well below all in percentage. Mr. Howard, the inspector for this district, makes some comments on the causes of such poor attendance, and these will appear later in this report.

The following tables for (1) "Town" School Boards and School Attendance Committees, and (2) "Country" School Boards in my own district (Derbyshire), may be of local interest.

| Town School Boards or School Attendance Committees. | 1899. | 1900. | 1901. | 1902. |
|---|-------|-------|------------------------------|-------|
| Matlock - - - - - | 85·7 | 85·8 | 84·9 | 87·5 |
| Long Eaton - - - - - | 83·1 | 82·9 | 85·4 | 86·6 |
| Derby - - - - - | 82·2 | 80·1 | 82·2 | 81·4 |
| Chesterfield - - - - - | 80·6 | 81·6 | 80·4 | 80·6 |
| Belper - - - - - | 80·0 | 81·6 | 81·8 | 81·7 |
| Glossop - - - - - | 76·6 | 76·1 | No complete set
of books. | |
| Buxton - - - - - | 72·6 | 74·8 | 78·6 | 81·1 |

Matlock shows the best attendance, but the School Board are Matlock. not satisfied, and have held a special meeting to consider the efficiency of the work of the attendance officer, which had become, in their opinion, too mechanical.

Mr. Kerslake, the clerk of the Chesterfield School Board, Chesterfield. referring to attendance, writes: "We cannot obtain it, do what we will; in spite of a large number of summonses and the hearty support of the Bench, who have freely used the powers of the increased fines, we have the same people to deal with again and again."

Mr. Brown, school attendance officer to the Belper School Belper. Board, writes:—

"I have not discovered any royal road to success in securing satisfactory attendance, and therefore have no original methods to recommend. Steady and persistent 'pegging away' is the best I can do.

"All through my district very many of the mothers are engaged in embroidering hosiery at their own homes. The housework, and running to and from the warehouses with unfinished and finished work, devolves upon the children, very frequently during school hours. The Bench of Magistrates would, I fear, look askance at prosecutions where only two attendances per week had been lost. Hence the great difficulty in attaining satisfactory results by a short cut."

The Buxton School Board "have for many years employed a Buxton. school attendance officer (in uniform), and they consider this has secured fairly regular attendance in their district."

The "uniform" may create respect in the minds of the Buxton parents, possibly terror in the breasts of the Buxton youth, but in many places it would only serve as a timely warning to children to disappear.

| "Country" School Boards. | 1899. | 1900. | 1901. | 1902. |
|--------------------------|-------|-------|-------|-------|
| Killamarsh - - - - | 90.5 | 85.6 | 90.4 | 91.0 |
| Eckington - - - - | 84.7 | 87.1 | 88.4 | 89.5 |
| Shirland and Higham - - | - | 85.4 | 88.0 | 90.5 |
| Dronfield - - - - | 84.6 | 84.9 | 86.0 | 88.0 |
| New Mills - - - - | - | 83.0 | 82.0 | 84.0 |
| Newbold Dunston - - - | 79.0 | 83.2 | 86.7 | 88.1 |
| Alvaston and Boulton - - | 83.6 | 80.0 | 85.0 | 87.0 |
| Brimington - - - - | 79.3 | 85.3 | 85.8 | 86.4 |
| Bolsover - - - - | 76.5 | 78.7 | 81.0 | 85.0 |
| Melbourne - - - - | 75.2 | 78.4 | 77.0 | 78.0 |
| Hasland - - - - | 75.5 | 75.5 | 77.1 | 79.8 |

The above figures are satisfactory, as they show a general tendency in the right direction.

The Eckington School Board attendance officer writes:—

Eckington. "The amended Act of August, 1900, is keeping a good few children in our schools which otherwise would have left."

At New Mills:—

New Mills. "Weekly records of attendance are published; this stimulates attendance. Lessons are made as attractive as possible."

Mr. Kerslake, the clerk of the Brimington School Board writes:—

Brimington. "We deal with the attendance in Brimington by means of duplicate attendance registers. From these, which are made up each week, the attendance officer extracts the names of any children who have been absent or irregular, and the parents are visited. The result of the visit, excuse, etc., is then entered in the duplicate register, and acts as a record when proceedings are taken against the parents."

Mr. Hadfield, clerk of the Newbold School Board, says:—

Newbold. "The Board have found the appointment of an attendance officer, who devotes his whole time to the work, to have been very beneficial.

"The attendance has steadily improved since the appointment.

"A good effect has been produced by the School Board granting a half-holiday per month to each school whose percentage for the preceding month averages 90 per cent.

"The Infant school has obtained over 90 per cent. each month since the introduction of this half holiday."

Mr. Collyer, clerk of the Melbourne School Board, writes:—

Melbourne. "My Board are not satisfied with the attendance obtained, and have done their best, through their attendance officer, to secure a better result; but the Magistrates are not much in sympathy with compulsory education, and do not assist the Board generously. They are inclined to believe all the parents say and to disbelieve all that the Board says, letting off the parents who promise that better attendances shall be made in the future."

The school attendance officer of Hasland School Board reports:—

"The average attendance has not been satisfactory either to the Board or myself. I have tried my best to persuade the parents how much better it would be for them and their children if they sent them regularly to school. Mr. Bamfield (of Derby Lane Schools) sends notes continually to parents, pointing out the advantages to be gained by regular attendance. We have tried summoning the parents before the Chesterfield Magistrates, but they impose such small fines that it has little or no effect. I have summoned twenty-six cases within the last two years. In one case they made no order and the Board had to pay 5s. In one case they imposed a fine of 1s. and the Board had 4s. to pay; and in sixteen cases they fined them 2s. 6d. each, the Board having to pay 2s. 6d. in each case, so that there appears no remedy for bad attendance."

Mr. Morgan-Owen writes that the average attendance in his district is generally good, and that the improvement in this respect in Nottingham is very marked, and adds:—

"For the three months ending July, 1901, the average attendance at the Notting-Bamfield Board Schools was 24,297, and at the Voluntary Schools 12,502, but for the same period in 1902 the respective numbers have been 25,566 and 13,459."

Mr. Ussher:—

"The increase in the number of attendances now required as a condition upon the granting of certificates of due attendance has had a marked influence upon regularity of attendance, which, in the opinion of several judges, has been promoted in recent times more by this circumstance than by any other."

Mr. Joad:—

"Attendance continues good, and tends still further to improve in most parts of the district. There are numerous schools in which a large percentage of the children are never absent. It is no uncommon thing to find the annual average exceeding the accommodation by reason of the excellent attendance, and notwithstanding that admission has been severely limited to prevent such excess. In some areas a rule is laid down that the number on books must never exceed the accommodation by more than 15 per cent., but this limitation proves insufficient at times to prevent an excessive annual average. The general percentage of attendance for the district as a whole appears to be about 92 for older scholars and 84 for infants."

Mr. Howard —

"Attendance still remains the most difficult problem in education. Too often the law is applied in most lenient fashion, and some confusion arises; firstly, from the many changes in the bye-laws brought about during recent years; and, secondly, from the fact that the bye-laws of adjoining districts often differ materially. For instance, in most cases Standard IV. has been fixed for half-time exemption, and Standard VI. for full-time. Some authorities have adopted the 'Age and Attendance Clause' for total exemption, while others strenuously oppose it on the practical grounds that when a child obtains a full-time exemption certificate his name is removed both from the books of the school and from those of the local education authority, in which case he is no longer under supervision as to suitable employment."

"I am glad to recognise greater activity on the part of some Attendance Committees. Stockport and Hyde have increased their visiting staff, and the percentage of attendance is higher all round."

"It is generally admitted, however, that as yet the law in practice has not touched the lowest classes of society, to which, as a rule, the children who are persistently irregular belong. I must again note that most authorities show great reluctance in pressing children over thirteen to attend school, even though they have no qualification of exemption."

Difficulty of obtaining true percentage of attendance. "True percentages of attendance are difficult to obtain, and more difficult still to gauge as to their bearing on the education of the district. Much depends—

1. On the vigilance of the education authority in seeing that all the children over five years of age, and of the class requiring a Public Elementary School education, have their names on the books of some school.
2. On immediate notice being given to a school of removals from the neighbourhood, and of transfers to other schools.
3. On the proportion of children under five who are not compelled to attend regularly, and who generally come in the afternoons, and that only in favourable weather.
4. On the frequency and effect of sickness, especially of the epidemic order, among the children.

Corporal punishment! "The compulsory payment of fees, occasionally enforced by corporal punishment, and more often by sending the child home again, is the cause of much irregularity. In a large school of nearly six hundred children, during the week ending 25th April, 1902, fourteen cases of poor attendance were sent to the local attendance authority for purposes of inquiry, and a note was appended by the teacher to the names of five that they were sent home for school pence. In consequence, the five children made between them fourteen attendances out of fifty possible that week.

Influence of teacher. The teacher has the closest touch with parent and child, and it usually depends on the teacher's own exertions whether or not the average attendance rises or falls. In two cases within the borough of Stockport during the past two years changes in head teachers have been accompanied by a marked rise in the percentage of attendance—in one case from 78·08 to 90 per cent., in the other from 68·7 to 86·08 per cent."

I lately visited two almost adjoining schools with Mr. Howard in the Stockport district. In one attendance was unpunctual and irregular, in the other excellent. The outside influence was the same, but the management of the two schools was widely different.

Mr. Howard continues :—

"Late arrival at school, especially among older children, is becoming more and more common, particularly in the towns. This is not of good omen. Similarly, the morning's work is curtailed and class teaching interfered with by the growing habit of releasing children to take the dinners of their relatives to the mills.

Half-time attendance. "It is frequently stated that half-time attendance at school is gradually disappearing, but the figures show in this district an increase, largely due to the very general use of the 'Age and Attendance Clause.' The increase, of course, may be a temporary one only. While the introduction of this clause has improved attendance generally, it tends to remove the indirect pressure to work afforded by the labour examination. Children who formerly had to work hard to pass Standard IV. can now (and do in some cases) go for half-time employment while receiving instruction approximately equal to that of the Standard II. of former Codes. Even the more intelligent children shirk the labour examination, and the number of failures is exceedingly great, amounting to between 60 and 70 per cent. of those presented."

SUPPLY.

Growth of population in colliery districts.

As I said in my last report, any necessity for increased school accommodation in Derbyshire is promptly met. This necessity, when it does arise, is chiefly in the colliery districts, where villages spring up with almost mushroom growth on the sinking of a new shaft, and where the children are to the adults in very high proportion.

His Grace the Duke of Devonshire opened last year the New school "Central" School at Chesterfield. The premises of this school are excellent, and comprise, beyond class rooms, a central hall, rooms for laundry and cookery work, a pupil teachers' centre and a swimming bath, to which, since it has been opened, nearly 11,000 children have been sent for instruction. Another school has been opened by the same Board at Old Hall Road.

The Staveley Iron Works Company have opened schools at Arkwright Town and Bond's Main; and schools have been built at Whittington Brushes and by the School Boards for Hasland New Mills and Matlock.

Additions have been made to the accommodation of the Additions, following schools:—Long Eaton Board, Derby Road; St Joseph's R. C., Derby; Tupton, North Wingfield and Parkhouse, belonging to the Clay Lane Board; Yeaveley, N; Stanley Common; Whitfield, N; Hathersage, N; Hayfield Board; Smithy Houses; Newbold Board, Edmund Street; and Stonegravels, N.

The Derby School Board have opened a temporary school for mentally deficient children at Orchard Street School.

Much has been done in the past two years in improving the Improve- lighting of schools, in the substitution of desks for galleries, in ments, the improvement of playgrounds; and something in the matter of heating and ventilation.

Mr. Morgan-Owen:—

"The population of the Nottingham district is rapidly increasing, and in consequence more school accommodation is in course of erection. A new infant school has recently been opened in the populous parish of Heanor. A new country school has been built by Sir Charles Seeley in the parish of Arnold. And to these must be added St. Mary's R. C., Nottingham; and new Board Schools at Netherfield and Kirkby-in-Ashfield."

Mr. Gleadowe:—

"The most important addition to the supply of the district is the new school erected in Bedford Street, Crewe, by the London and North-Western Railway Company. It provides, in three separate departments, for 700 children.

"At Middlewich, only a few miles from Northwich, additional accommodation for children attending the National school has become very urgent.

"The Roman Catholics made a great effort a little time ago, and succeeded in putting up excellent schools for their children. But the Church people, though a much more numerous and well-to-do body, have done nothing beyond renting two temporary buildings for the overflow children from the boys' and girls' departments.

Mr. Sneyd-Kynnersley:—

"In connection with supply the chief event of importance has been the formation of a School Board for the large parish of Wallasey, whereof the southern portion, the township of Seacombe, has enjoyed a Board for some years. During the last decade the population of this suburb of Liverpool has increased so rapidly that voluntary efforts to supply schools were un-availing."

Reading. Reading suffers from too short time being given to it. I frequently return time-tables suggesting that more time should be given to this exercise, and this may be managed by reducing the excessive time given to certain subjects, and by every effort being made to save time. The young and less experienced teachers fail in interesting the children in the subject of the lesson, and the only remedy that I see for this is that the teachers should be more liberally educated themselves. These teachers are content to make the reading lesson merely an exercise in the utterance of words, possibly asking for the equivalent of some simple word that really requires no explanation. So much has been written—and, if I may say so, well written—by my colleagues on the subjects of instruction, that I will add no further remarks, but leave them to speak for themselves.

Mr. Ussher:—

Reading. "In a pottery district voice production is an exceptionally important part of training, but it is often tedious when imparted to backward children with wearisome iteration. Such cases might frequently be dealt with individually during the progress of other studies. Sounds should be classified in relation to the organ from which they proceed. Material assistance will thus be obtained for the spelling of regular words. It may not here be out of place to draw attention to the useful work of Mr. Story, head master of the Stoke Blind and Deaf School, entitled 'Speech for the Deaf,' the principles of which might usefully be developed in a work intended for ordinary children.

Circulation of books. "In the upper classes it appears to be by no means necessary that in every reading lesson the same book should be read by every child, and from this point of view the transmission of books from one school to another, or from public libraries to schools in rotation, is much to be desired. The general principle to be maintained is that 'the power to work alone should be developed gradually out of work under guidance, which little by little decreases in amount.'"

Mr. Morgan-Owen:—

Inspection affords insufficient data for a reliable judgment. "Reading, writing, spelling, composition and arithmetic are as usual. It is difficult to arrive at a just or reliable conclusion as to their progress, as an occasional visit to a school to listen to what is going on, and to look at work kept for inspection, does not afford sufficient data for a report upon these subjects. But, as far as they do so, I have had occasion to praise both the pupils and their teachers for successful work."

Mr. Howard:—

Reading. "There can be no doubt that this subject is improving in fluency, though the methods employed are often faulty, and simultaneous repetition after the teacher's pattern is still widely practised.

"The gain in readiness and fluency, however, is not always accompanied by a corresponding gain in intelligence, as a little questioning soon reveals. Young teachers are apt to assume that because a child reads a passage in a fairly satisfactory manner he has a clear understanding of the verbiage and subject matter; and opportunities are thus neglected of extending the child's vocabulary, and of training his ability to assimilate what he reads. Silent reading is becoming more common, but in small schools it is often adopted as an expedient for keeping the children occupied, and is followed either by hurried and feeble questioning on the subject matter or, by no questioning at all.

"In schools where the staff is mainly composed of adult teachers, the subject is well handled. Frequently each child is provided with a book of suitable poems, and as soon as one poem or extract has been fairly well mastered another is taken up; the additional interest arising from freshness and variety is thus obtained. In recitation, however, as in reading, young teachers do not realise how important it is that the children should understand what they commit to memory. Recitation.

"There is a heavy consensus of opinion that spelling is deteriorating, and many veteran teachers regretfully look upon this as a necessary evil among the many benefits which the new system has conferred. But has not too much been expected in the past? Has it not been assumed that the vocabulary of a child is co-extensive with that of an adult? By simultaneous frequent repetition, and by other expedients, strenuous efforts were made to produce such results in spelling as could otherwise be the outcome of extensive reading only; yet it is very generally admitted that spelling is an acquisition made unwittingly by the eye, and that to the child who is fond of reading the ability to spell will usually come with years. Spelling.

"Moreover, though every child should be able to spell the words which he is likely to use, it is futile to inculcate the orthography of words extraneous to the youthful vocabulary. This has come to be recognised so widely that composition is now generally superseding dictation, even in the lower classes.

"While this exercise is being introduced at a much earlier stage than was formerly the case, it might be given on much better lines. Of original composition one sees very little. The formation of isolated sentences introducing certain words, the transcription of what has been composed by the teacher, the re-production of a story or of the chief points in a reading lesson or object lesson—such are the usual exercises in composition useful to some extent, but in no way requiring originality of thought or expression. In a few cases, however, a considerable amount of ingenuity is expended in devising such tests as will compel the children to fall back upon their own ideas, and to express these in their own words. Composition.

"Thus one has found such exercises as these being given, even to the lowest classes of the school :— Examples of good exercises in composition.

"'Tell how you spent your time last night.'

"'Write a letter to a friend, telling him or her about your cat or dog.'

"'Tell what you saw on your way to school.'

"'Imagine yourself to be a sparrow, and write about your daily life as such.'

"'Suppose you have a cousin in India who has never seen snow. Write a letter to him describing our English winter.'

"In a certain school where exercises of this kind are habitually given a picture was hung up in front of one of the lower classes, and the children were called upon to write whatever their fancy could conjure up in connection with a little girl who formed quite an insignificant feature in the picture. Assuredly original composition of this kind, if constantly varied, is likely to be the most beneficial.

"Methods are improving. The questions set are of a more concrete character, the blackboard is in more general use, and cards are slowly disappearing. As in the case of writing, however, progress is being greatly hindered by the incessant straining towards neatness. In arithmetic the *desiderata* are intelligence, rapidity and accuracy, but in the mind of the child all these are being subordinated to careful figuring and ruling of lines. If a child can do his work with all desirable neatness and care when he is called upon to do so, there is no reason why so much time should be lost in this way. Arithmetic.

"Elementary science is taught to the lower classes by means of what are called 'object' lessons, though *picture* lessons would frequently be a more appropriate term. They are mostly conducted by young teachers, and are often badly prepared, unintelligently given, and incorrect in matters of fact. Elementary science.

On the other hand, in schools which are well staffed and carefully organised even the younger teachers take great pains in these lessons, and illustrate them with blackboard sketches and little experimental demonstrations. In the higher classes many schemes now provide for lessons on the science of common things, such as the barometer, the pump, levers, and other mechanical appliances. With these are at times included a few lessons on botany, physiology, and chemistry, so that the subject runs on the lines similar to the scheme of the defunct Evening School Code."

Mr. Wilson :—

"The falling off in accuracy in arithmetic may be ascribed partly to the fact that less time is given to it. Another reason is that children are allowed to use too much side work and hence fail when an immediate answer is needed. Sufficient use is not made of mental arithmetic ; a teacher will often give good questions in mental work, and will then immediately afterwards allow the boys to use side work to avoid much simpler mental processes. Many of the best teachers are too anxious to explain difficulties. A new problem is carefully gone through before the boys try to do a similar one. They forget that the best training is to let them try first and then show why they have failed."

Mr. Colt :—

"Decided progress has been made in composition, and this is due to the children, being encouraged to describe objects orally, and sometimes in written sentences, even in Standard I.

Improved
composition.

"In the higher standards, instead of reproducing 'stories read or told by the teacher,' we have substituted a reproduction of lessons previously given on history, geography and objects ; all thoughtful teachers have welcomed this departure, as no more time is required for it than for the story reproduction, and the great point gained is that a teacher is able to know exactly how much any one of these lessons has impressed itself on the memory of his pupils.

"Letter writing and addressing envelopes are frequently practised, and very creditable work is often produced.

Spelling.

"Complaints have been made that under the new system spelling has become inaccurate, but this is not evident in my district, where composition has not entirely usurped the place of dictation, for in every school dictation is, I believe, taken at least once a week by the highest standards.

Arithmetic.

"Arithmetic is the least well-taught subject ; far too much is done for the children, and they are not sufficiently encouraged to grapple with their own difficulties, or to apply common sense to every-day transactions.

Reading.

Reading is very fairly well taught, and encouragement is often given to the older children to read for themselves ; that they do read for themselves was very evident during the late war, when they were often found very much up to date in information gleaned from the daily Press.

Geography.
Modelling.

"In many schools the children of the lower standards have been much interested in their lessons on geography when allowed to help the teachers to model parts of land in sand, or, better still, in plasticine.

Object
lessons.

"If any one wishes to gauge the capacity of a teacher, let him listen to him or her giving an object lesson. It is the easiest to select, the hardest to give. Nothing so well brings out the individuality as a lesson on a common object, say a tea cup. So many teachers miss the entire aim of an object lesson and content themselves with teaching on a subject, even sometimes without illustrations, and to making it one of deadly dullness to the class instead of, as it ought to be, the most interesting in the week's work. It cannot be too often impressed upon teachers that the aim of an object lesson should be to train the children's powers of perception by comparison and contrast, and to accustom them to state clearly, accurately and fully what they see done and help to do themselves.

"The apparatus for illustrating these lessons is often needlessly expensive and elaborate; home-made articles are equally useful and much more interesting to the children, especially if they have helped to make them.

Apparatus needlessly expensive

"At a small country school in this district a barometer, made by teacher and children, hangs by the door; close to it is the weather chart of the Meteorological Society, and every morning a child marks the variations of the mercury.

"Here and in other country schools hangs a quasi Gilbert White's Almanac, wherein is recorded the appearance of the first spring flower, butterfly, migran, etc., together with the date of the observation and name of the observer.

Nature study.

"In some schools, too, the children make lists of the local birds and flowers, and form collections of dried plants, and in schools where nature study is encouraged it may safely be said that the intelligence of the children is above the average.

"The twelve-year boy who once replied to my question if he had seen a hoodcock fly out of a certain cover, 'I dunno if 'e was a hoodcock, but I seed a brown bird flop up out of the spinny like a hoolard (owlet), only I knowed 'e wasn't that, 'cos 'e 'ad a bit of stick in 'is mouth,' had used his eyes, as any naturalist or sportsman will admit; although his grammar was ot Codal, his information was to the point.

Use of eyes.

"Cottage gardening is slowly spreading, but the main difficulty, mentioned in my report two years ago, is that in small country schools, where it is most in vogue, the teacher cannot be in his school and garden plots at one and the same time. I think in many places garden ground would be provided if the County Councils would send round peripatetic teachers of cottage gardening."

Cottage gardening.

Peripatetic teacher.

Mr. Ussher:—

"The use of concrete methods in the teaching of junior classes is becoming more frequent, but is often more apparent than real. Thus clay-modelling is not turned to proper account for the purpose of geographical definition if the products only and not the processes of Nature are taught by means of it, still less if the names of those products, such as valley or continent, are treated as the end of the lesson. I may here insert some remarks of Mr. Beach:—'In geography more pictures should be used; not conventional pictures, but good photographs. Children should be trained to use a map, to make a map, to translate a map into somewhat of a reality. In history the teacher is sometimes very little ahead of the class, and very often the oral exposition is weak and the questioning puerile, not calculated to appeal to the child and stimulate further reading.'"

Geography.

History.

Mr. Gleadowe:—

"The classes held at the Macclesfield Technical Institute, the Over School Board Centre and at Winnington Park School are all doing good work.

Manual instruction.

"The last-named class is attended only by scholars from that particular school, but at the two centres instruction is given to boys from all schools in the towns of Over and Macclesfield. The twelve Macclesfield voluntary schools send in all 245 boys, who are taught by a duly qualified instructor and praised by Mr. Neville, sub-inspector, M. I., for their work. I have had no reports on the teaching at Over or Winnington Park, but the work I saw pleased me, and I cannot but think both classes are in a very satisfactory state.

"Classes for instruction in cookery are held in three or four country places and twelve large town schools, but there is no cookery centre except at Over under the School Board. This important subject does not receive sufficient attention in the district. I have done my best to encourage it,

Cookery.

Should be more generally taught.

Cottage gardening.

and I am sure both parents and scholars value the instruction. Yet no efforts are made to increase the number of classes and make the teaching general. I hope the new educational authorities will exert themselves and see that every girl, before leaving school, is made proficient in the subject.

"Not more than half a dozen schools in the district take up this subject. Land can easily be got near the school, but teachers are not to be found without difficulty. I fear before the village school can have a garden dug, sown, and planted by its own scholars, the country teachers must have more special training, and be able to give the instruction themselves.

"In schools like Bunbury and Tilstone, where cottage gardening is not taken up, valuable lessons are given on botany, which the children seem to appreciate and profit much by."

Mr. Joad :—

Testbooks in reading and arithmetic easier.

"It has been noted that there is a general tendency for text books in reading and arithmetic to become easier than they formerly were, and it would seem that the children, being practised and tested in these, are unable to face with success an examination which is kept up to its original standard of difficulty.

More rapid promotion.

Wider curriculum. Development of child's thinking powers.

"It is also a fact, and one which affords a reasonable ground of criticism in many cases, that in an ordinary arithmetic lesson the children are not expected to get through much work in the time, or rather, it is regarded as a comparatively unimportant matter how much they do get through. Where four sums used to be exacted, and perhaps even more might be done, two are now thought sufficient, and thus the quantity of practice obtained by the children is insufficient to give them the power of working accurately. On the other hand, there are indications that the loss in accuracy is compensated for by valuable improvements in other directions. In the first place, children are more rapidly promoted than they used to be, and more of them receive advanced instruction in the upper standards before they leave school. Secondly, a good many more subjects now find a place in the curriculum, and there is not time to attain absolute thoroughness in each. Thirdly, the teacher aims more definitely at developing the thinking powers of his pupils, and he spends much time in this direction which used to be devoted to the attainment of accuracy in a more limited and narrow groove. In particular he deals more adequately with the subject matter of reading and recitation. He teaches the principles of composition where he oftentimes used to be content with letting the children practice it; and he does more in the way of arithmetical theory, and develops arithmetical method to a greater extent than was formerly the case.

More thought should be demanded from children.

"I have recommended teachers to make more demand upon the children for sustained mental exertion, so as to strengthen their various faculties by giving them as much exercise as possible. While memory appears to be sufficiently trained, the same cannot always be said of the reasoning power, and children often appear to be incapable of reasoning about the merest trifles. This is largely due to the verbal character of the teaching, by which the children are exercised with the names of things rather than made to realise the things themselves. In general, more thought should be demanded from the children. Questions are too easy in form and too suggestive of the answer, and teachers help the children to avoid difficulties instead of encouraging and stimulating them to surmount them. Children are not required to make a sufficient effort to express themselves audibly and intelligibly, and their speech is often so slovenly that they fail to make each other understand what they say. A keen attention is not required of them, and they are not expected to grasp the significance of a statement which they have heard, or to know a thing because it has been said in their hearing. Their power of observation of details in an object or picture is insufficiently cultivated. They are required to write well, but not at the same time to write quickly, and the power to write one thing while listening to another, *e.g.*, in the taking down of dictation delivered at a

reasonable speed, or in the taking down of notes from a teacher, is seldom acquired in an elementary school. Similarly, the power to follow the meaning of reading as they read, or listen to others reading, and the habit of gathering information by reading, should be gradually imparted to the children in a greater degree than is often the case." Dictation should be taken down more rapidly.

Mr. Yarde :—

"Of the general progress of school work I can give a favourable report on the whole, but I am inclined to think that there is a tendency to unduly overload the time-table. No doubt in well-arranged and well-staffed schools it is possible for all the subjects to be properly taught, but then the fact remains that a great many of our schools are neither well arranged nor well staffed. I must confess I should like to see a class of school established to which the promising scholars could be sent from the elementary schools so that they could have a chance of going on to secondary schools, and possibly to the universities. The elementary schools could then be kept for purely elementary work, together with practical work in manual instruction, cookery, laundry work and housewifery. These subjects should be made compulsory. In this way a more practical education could be given."

General condition of work.

Grading of schools.

Manual instruction and household management should be compulsory. Needlework

Mr. Morgan-Owen :—

"The needlework in this district was tested last spring by the directress of needlework, and with most gratifying results, as the marks assigned to it by her ranged from good to excellent, and the general summary could be expressed by the words 'very good.'

"There have been, however, instances when girls have been seen with needles in strange positions, and tender fingers bleeding because of the absence of thimbles."

Mr. Joad :—

"Needlework is a very practical subject, and although it has its educational side, the main object of teaching it is presumably that the children may be able to do it in its various branches. Yet it is very commonly asserted by employers even of domestic servants, and still more of factory hands that they cannot sew or mend, and that they have to buy the simplest article of clothing ready made. If this is so, it reflects little credit upon the work done in the schools. At any rate the art of cutting out, as the first step in the making of a garment, should undoubtedly be more thoroughly and effectively taught, and all the usual under garments should be practised and thoroughly learnt from start to finish during a girl's school career. Instead of requiring garments to be "cut out" by the maker, it would perhaps be better that the cutting out of the garments should be practised until it is known by the maker; it should be done several times for each garment, until it is known in such a way that it can never be forgotten. It should be done by measurement as being a better educational exercise than that involved in a mechanical system of folding, and notes of the measurements should be taken for future reference. A knowledge of the suitability and cost of materials, and also of the most economical way of cutting them, should be imparted, and in particular the disadvantages of flannelette should be more frequently pointed out, *e.g.*, its inflammability and the false suggestions as to its texture contained in the name. Whatever may be its supposed merits for ordinary wear, it is a most unsuitable material with which to teach sewing, if only because it hides the stitches, so that the girls are apt to become careless in making them and in keeping their work clean. It is very rare to see even passable button holes or gathers on flannelette."

Cutting out

Suitability and cost of materials.

Mr. Howard:—

"Perhaps the teachers who are responsible for needlework have been the last to appreciate the liberty which they now have to adapt their instruction to the wants of their own particular localities; and, indeed, there is a general expression of pleased surprise when it is pointed out to them that such adaptation is not only permissible, but is specially enjoined. Two very important circumstances render the old scheme of needlework unsuitable to this district, and probably to very many other parts of the country. One is that in manufacturing towns only about 5 per cent. of the children wear home-knitted stockings; the other that, again in manufacturing towns, three out of every four homes are supplied with a sewing machine. In the very poorest class of schools the number of children whose homes are thus supplied does not sink below 50 per cent., while in the better class it rises to 90 per cent. These statements are based upon wide and careful inquiry. Taking the above-mentioned circumstances into consideration, some experienced teachers, while continuing to *teach* the various exercises as graduated in the Code, have diminished the amount of time spent by the children in *practising* them. This is specially the case with regard to knitting, the various exercises being practised on miniature stockings, mainly in the higher groups. Patching and darning thus receive greatly increased attention, their need being universal. The highly probable existence of a sewing machine in the ordinary home affects a carefully-revised scheme in two ways—firstly, in the increased attention to cutting out, and secondly, in the manner in which the garments are *made up*. In the higher groups, hitherto, hours have been spent in sewing the various parts of the garments together, where minutes only would have been necessary if a sewing machine had been brought into requisition, as at the child's home.

Advantage
of sewing
machine.

Excessive
time has been
spent on
perfection of
detail.

"For this reason a sewing machine will probably come to be regarded as a necessary part of the equipment of every school, at all events of every large school. The opinion is gaining ground that, in estimating the quality of the school needlework, too much value has hitherto been attached to finish and perfection of detail; that in this respect a girl of thirteen years has been expected to reach the standard of excellence which might be required of an experienced needlewoman; and that rapidity of progress and the greatest amount of practical utility are most likely to be ensured by the adoption of a medium standard between the two extremes of slovenly work and perfect finish.

Mr. Dale:—

Instruction
more
practical.

Less time
should be
devoted to
arithmetic.

Common
objects.

"With regard to the instruction, the most interesting point appears to me to lie in a consideration of the effects of the tendency, which may be summed up in rather vague language as the attempt to render the education in our schools more practical and suitable to the needs of the children in after life.

"It has helped us to readjust our ideas with regard to certain established subjects in the curriculum—notably arithmetic and elementary science. It can hardly be doubted that in after life the vast majority of children—especially the girls—never have occasion to work the long sums and numerous "rules" to which so much time is commonly given in school. Accuracy and facility in dealing with very simple problems and small numbers are what they will need—a fact which the Scheme B of the Code, to a great extent, recognises. In the country schools, and in all girls' schools, I should myself be glad to see the time given to arithmetic reduced from the four or five hours, common at present, to two and a half, and large portions of the existing syllabus altogether omitted. To say that the working of long sums promotes mental concentration is no doubt true but this quality can be gained as well from other more fruitful subjects."

"Similarly, in elementary science we are gradually freeing ourselves from pretentious and useless instruction in the technical details of physiology and chemistry; and the children, especially in the best country

schools, are being trained to take a more profitable—because a simpler and more childlike—interest in common plants, birds and animals. A signal instance of what can be done in this matter has been given in the district by an exhibition at the Midland Railway Co.'s schools at Blackwell West-houses. The collections of grasses, flowers, and moths made by the children were deserving of all praise; and I am glad to say that the exhibition was attended, not merely by practically all the parents, but by many teachers. The managers, as well as Mr. and Mrs. Robinson, the head teachers, have set an example which I hope will be widely imitated."

Excellent teaching at Midland Railway Schools, Blackwell, Westhouses.

Mr. Saltmarsh, Sub-Inspector (Drawing) sends me the following interesting remarks:—

"Drawing in elementary schools is still in a state of unrest. In many instances the movement is for improvement and for the more active use of the intellect; in others, this modern renaissance is not understood or not appreciated. Many descriptions are given of the forces making this historic change. One expresses it as "Nature study"; another, the working for useful ends, an utilitarian value. In the numerous suggestions the mention of Art is not made. The training of the æsthetic sense is so important and necessary that any relaxation is a very serious defect.

"To bring these various functions of drawing into line, I have suggested that in all lessons dealing with material forms or objects the children should attempt to illustrate them by making drawings in note-books specially kept for that purpose. These sketches should give the forms of the special features which the teachers have been trying to impress. Such exercises would satisfy the searchings after useful forms and the research into Nature study. Combined with these lessons, the drawing lesson proper should be used in the attention to correct drawing of forms more formal and more beautiful. These would be decorative forms in brush and pencil, and well-drawn examples of flowers and natural forms.

"The several errors made by enthusiasts can be generally defined as follows: (1) The drawing of natural objects too complex, and with proportions difficult to express. If individual teaching could take the place of class teaching in elementary schools, such exercises would be possible. To teach fifty to sixty boys to draw a common leaf (*e.g.*, sycamore) with any approximation to correct shape is impossible. The details are exaggerated, and the larger proportions missed. (2) The drawing of advanced (sometimes called simple) animal and landscape studies. These have been introduced owing to the difficulty experienced in teaching to draw from natural objects. The consensus of opinion of art teachers is that such exercises do more harm than good. (3) Painting of forms and objects demanding a knowledge of drawing, chiaroscuro, and colour. The new syllabus of drawing recently issued by the Board of Education has pointed out the scope for brush-work in elementary schools.

"Summing up this part of the subject, viz., the character of the exercise to be given, I should say that drawing in an elementary school should be divided into two main divisions.

Two main divisions in elementary schools.

"First, as an auxiliary in the teaching of object lessons, science, Nature study, etc., and

"Second, the drawing lesson proper, wherein would be taught the technique of the subject, and the artistic perceptions kindled.

"I am pleased to say that there is a continued movement for the co-ordination of art teaching in elementary schools and art schools proper. Tunstall and Wolstanton have recently appointed the head master of the Local School of Art to supervise the teaching in the elementary schools. This ought to be done to a far larger extent, and especially at the moment when so many new forms of drawing are being introduced. A subject

Co-ordination of art teaching in elementary and art schools.

taught badly is worse than not being taught at all. Many authorities are somewhat overcome with the idea that an art man will think of nothing but art. Personally, I have not found that to be so. Anyhow, personal contact with the staff of the elementary schools will soon act as a corrective.

Pupil teachers' drawing. "The pupil teachers are, I believe, receiving more attention in the method of teaching art. As far as possible, they should be taught in the local art school. They need instruction more in the principles of teaching than in mere technique.

Inaccuracy. Before passing on to the next subject of my report I should like to mention two remedies often proposed to meet the generally admitted falling off in accuracy, and though they have not been mentioned by my colleagues, one or both of them will, I think, meet with their support; these are briefly: (1) a system of leaving "certificates"—to be optional if possible; (2) greater freedom given to inspectors in appreciation of a school—this would in certain cases be a set written examination.

CLASSIFICATION.

Mr. Colt finds no reason to complain of attendance, which he finds good both in town and country schools, but adds:—

"Still, after more than twenty years of universal compulsion, and certainly good attendance for many years past, there must be something rotten somewhere when one finds children of twelve and thirteen years of age in the second standard, and nearly half of many schools in Walsall, West Bromwich, and Oldbury in that and a lower standard, while probably more children of thirteen pass out of school under the 'Dunce Clause' in and below Standard IV. than are presented in Standards V. and VI. at the labour examinations.

Practical result of freedom of classification "Freedom of classification is excellent in theory, but the practical result, after a few years of it, is that the majority of children are taught at the present time in lower standards than they were ten years ago, nor can they be said to be better taught if they only arrive at Standard IV. by thirteen years of age. Very few children are advanced two standards in a year, but a great many are put down one. Whether this be the result of the substitution of inspection for examination I do not pretend to say, but the above-mentioned facts remain. The present system should result in children not being crammed and in being intelligently taught; they therefore ought to be younger, and not older, in their standards than formerly, but many teachers appear to be unable to get out of the old groove, and there is an appalling waste of time on details which ought to be given to teaching. If neatness and tidiness were part of the habitual training of children, why should time be wasted in drawing every line in a sum with a ruler?

Instances of waste of time.

"Why, again, should a teacher, when his class of forty-five or fifty are all doing the same sum, waste several minutes in laboriously marking every answer himself, whereas, if he gave out the answer, or better still, asked the children what result they had obtained, told them to mark R or a cross, according as the result was right or wrong, and made those who had got the sum wrong hold up their hands, he would save an appreciable amount of time?

"So, again, in correcting dictation, why not let children change books and mark each other's as the teacher spells the words out, instead of his marking fifty pieces himself, all the children doing nothing meanwhile?

"To this plan of the children marking each other's work objection has been raised that they cannot be trusted to mark correctly; to this I reply that, if they miss errors, it shows either that they are not trained to give careful attention to what is said, or the utterance of the teacher is indistinct."

Mr. Howard:—

"Freedom of classification has been much used, and in many cases to the advantage of all concerned. But, as matters stand, the tendency is rather to sacrifice the children to the exigencies of the staff, rather than to provide a staff which can carry out a scheme of instruction suitable to the needs of the neighbourhood.

"Grouping of classes in country schools must always be a weakness, but that is no reason why, in the towns, schools should not be properly graded. In this district, even though it includes towns such as Stockport, Ashton-under-Lyne, Stalybridge, Dukinfield, and Mossley, no higher elementary school exists, nor has any system of higher standard schools been instituted. Higher grade schools, so-called, abound, but the title bears more direct reference to the question of fees and social status than to any difference in the subjects or character of instruction.

"The nearest approach to a scheme of graduated instruction is at Ashton-under-Lyne, where the Albion School is connected with a separate organised science day school which draws its scholars mostly from the former; but what is more to the point, children of ten and eleven, after suitable training in other schools within a radius of two miles, join the higher classes of the Albion School with a view of ultimately entering the science day school. At Dukinfield, too, the School Board has organised for older children a special class which may be regarded as successful, although the scholars stay but a short time, seeing that because of the special instruction they receive they secure better situations, and do not, as a rule, enter the mills. Grading of schools.

"In a large number of cases the transfer of the older children in the various schools of a town to a special school would allow of the provision of a 'suitable and satisfactory' staff. At present three or four classes are frequently grouped together, thus compelling a child to spend two or three years going once and again over the same ground. He soon loses interest, and looks forward to leaving school as a relief from monotony. Even the teacher may find his presence irksome, and I have known more than one instance where the teacher has suggested to the parent, who was willing enough to keep the child longer at school, that it was better for him to leave."

Mr. Sneyd-Kynnersley:

"In inspecting schools by the new method we still move in the dark to some extent, but it is becoming easier to see in the dark. Here are many schools which under the examination test were found to be deficient; often we find the teachers unchanged, and we know their limitations. Now we report that the discipline is excellent, and the instruction is very good; for that is the only verdict on the facts. Then we hold a Labour Certificate Examination, and children in the first classes of these very good schools present themselves for examination, and half of them fail. This has happened in two successive years in Chester. In Birkenhead the ordeal is avoided, possibly on account of unpleasant revelations, and the children are dismissed into the world with a certificate that they have attended school with sufficient regularity for five years; but previous experience leads to the belief that an examination would be no more satisfactory in that town. I think one source of weakness is the toleration of indolence and of the milder forms of incapacity. Nearly every class has a 'Front Row' of children whose habitual failure is viewed with the indulgence born of long acquaintance; and at the bottom of the school there is a Standard Nought, children of Belial* whose number varies inversely with the capacity of the teacher. If we accept the doctrine that from one-fifth to one-fourth of each class is unfit to be in that class, and that one-tenth of the whole school is fit only for a special school for defective Art. 84 (b).

* Mr. Sneyd-Kynnersley's explanation of this quaint phraseology is, "Belial means worthlessness, so 'children of Belial' means good-for-nothing fellows equivalent to Standard Nought."

- children, and if we estimate the value of the instruction by examining the work of the fitter survivors, then we may rest content with the favorable verdict already indicated.
- Necessity for teaching grammar if English is to be learnt.** "That many children pass through school without assimilating much definite instruction in the elementary subjects may be admitted. But it is in English and geography that we find most reason to complain. The attempt to teach the English language without teaching grammar has not been successful; and most of those who have tried it have reverted to the old method. The attempt to teach geography without any sort of preliminary study of the subject is still made in many schools, and it is most difficult to persuade adult teachers that they are not omniscient. It is better for the inspector to assume their omniscience, and to require the syllabus and the notes of lessons as a matter of routine. At present the work is worse than it was five years ago.
- Time-table.** "One of the most difficult labours of an inspector is the study of the time-tables. In a higher grade (or high-fee) school, where three or four additional subjects are taken, one cannot but feel profound compassion for the teacher, who has tried to find time for sixteen or seventeen subjects in a week of less than thirty hours. The humblest school has thirteen subjects. We have not yet got rid of the tradition that every child will be absent at least three half-days in the week, and that lessons must be repeated to catch him in his hours of repentance. To allow five or even six hours a week for arithmetic is unreasonable unless it is intended to keep up a rapid system of promotion from class to class. If a child is to spend a year in climbing the short step from one standard to another, three hours a week should be ample. On the other hand, in girls' schools there is a tendency to contract the needlework lessons. The lady manager seems to be almost extinct. I doubt if there are a dozen ladies in West Cheshire who take any part in the management of schools, voluntary or otherwise. I am sure there are not twenty who visit a school once a year, and it is possibly for this reason that the claims of needlework, once so dear to the squire's wife and the rector's wife, are now neglected. I think three hours should be the minimum. There is one school—I wish there were more—where the girls are taught to use the sewing machine. It is surely well to admit that just as Compound Practice sums are worked in real life by a Ready Reckoner, so, in real life, most of the sewing is done by a machine."
- Where is the lady manager?**
- Sewing machine.**
- Large upper classes.** Mr. Joad's view as to the satisfactory increase of the number of children in upper, as compared with that in lower, standards varies from Mr. Colt's experience. I consider that this question is one of the best tests of the efficiency of a school. Relatively large upper classes prove that the head master has thoroughly appreciated the attainments of his scholars, and does not shrink from the extra work that their promotion brings with it.

CONDITION OF CHILDREN.

There can be no doubt that one advantage resulting from inspection *vice* examination is the more cheerful aspect of the children. Drill, too, has improved deportment, and more care and neatness is shown in dress; this may, on the children's part, be unconsciously due to the advanced elegance by which they are surrounded when in school.

The filthy habit of spitting may be said not only to be "going" but "gone," along with slates which caused it.

Paper instead of slates. At Sneyd Green School, Burslem, even infants have wholly discarded slates. I asked the mistress her method of teaching the very little ones to write; it is this: (1) with finger on sand; (2) with pencil on sand; (3) with pencil on paper.

Mr. Joad:—

"In the autumn of 1901 a special school was opened by the Wolverhampton School Board for forty defective children. The premises are well designed and well equipped for the purpose, and the staff, consisting of two very suitable teachers, to whom a third will probably be added, is already doing excellent work for the mental and moral improvement of the unfortunate children under their charge."

Mr. Gleadowe:—

"I have not come across any really defective children in the district. I mean imbeciles or epileptics, who call for special treatment. But, if none of our own children are afflicted in this way, we are promised a good many deficient born and bred in Lancashire. children."

"Already large settlements have been started at Watford and Delamere, and, if the change of air and scenery proves beneficial, additional accommodation is to be provided by adding to these homes or providing others."

"Many children in the schools round about Northwich have reason to thank Sir John Brunner for the eyesight enquiry he was good enough to start a short time ago. The enquiry was conducted by experts at Sir John's expense, but revealed, I was glad to hear, no cases of defect which had gone too far for the application of simple remedies. Eyesight."

"Teachers were shown how to detect imperfect vision, and children who previously had worked under difficulties, now, with the aid of glasses, read, write, and sum in comfort."

Mr. Yarde:—

"I regret to say that there is no provision whatever in my district for the instruction of defective children. I have reported several cases to the Board of Education, but I have been told that as the local authorities have not adopted the Act nothing can be done in the matter. So these unfortunate children come to school, learn nothing and earn the Government grant. No special schools."

PHYSICAL TRAINING.

Drill, approaching to military, and physical exercises have for some years been well carried out in many of my schools, but they are not so universally practised as desirable.

The "Memorandum on Physical Training," suggesting in connection with the War Office that teachers should attend drill classes under the superintendence of a qualified instructor, and thus learn how to drill children, has, I regret to say, fallen very flat in Derbyshire. Teachers' drill classes.

I obtained from Colonel M'Cleverty, commanding the Regimental District at Derby, the names of the places where the instruction suggested in the Memorandum could be given. He was good enough to supply me with the names of eleven centres so situated as really to be within a very reasonable distance of any school in Derbyshire.

Subsequently I wrote to the officers commanding volunteer corps at these centres, who had been instructed by Colonel

None
formed.

McCleverty to give classes, asking them have answers from single class has been water but you can't

I am glad, however shire is in this matter drill classes have been

Necessity of
up-to-date
instruction.

Managers and teachers formation of the class is in possession of some ago at college. To-day a letter which I received the Regimental District instructor in Glossop class of instruction competent to instruct Glossop." The "a for

It is for such cooperation satisfaction to the authority.

Mr. Gleadowe:—

Macclesfield
Patriotic
Association.

"If my district was not certainly taken up the Patriotic Association, who much congratulated on the physical development of the hood by military drill and their operations to Maccles. Now, however, their influence school can be named when thoroughly satisfied. A course the auspices of the Association officers and youths between others are in course of being. The course of training in gymnastics, including the bars and single-sticks. Rifle target with bull's eye superintendence of quality are not to entail expense physical training are being swimming."

Rifle shoot-
ing.

Mr. Joad:—

"Physical exercise is drill book, but it cannot at all satisfactory at present details of the book to be the movements of the playing little of that calculated to improve practically useless, and With the view of remedying have been induced to a

Teachers re-
quire to be
taught.

to the teachers, and instruct them in the principles of the official book. In some cases there has been a difficulty in inducing the teachers to join these drill classes, especially where they claim that they have learnt drill as volunteers while at college.

In Wolverhampton itself, where the School Board has for some years taken an interest in the subject, the drill is good, but this is not the case in other parts of the district." Wolverhampton gives good example.

Mr. Dale:—

"In the country schools physical training in its existing form is new: but I am glad to say that in response to a circular letter which I sent to most schools in the Lincolnshire part of this district, the great majority of teachers have signified their intention of joining classes which will, I hope, be shortly established for their assistance. I cannot speak too warmly of the enthusiasm which most of our country teachers have shown in this matter; and I must also acknowledge the invaluable assistance which I have received from my sub-inspector Mr. W. H. Brown, in the work of organising the classes. In Nottinghamshire physical training has been admirably carried into effect at Retford, where an excellent display of drill and physical exercises was recently given in the market place with great success." Teachers classes.
Excellent display of drill by united schools at Retford.

PUPIL TEACHERS.

There are five centres for pupil teachers' instruction in Derbyshire as there were at the time of my last report.

The attainments of pupil teachers thus instructed are no doubt higher than they were under the old system, but yet have we secured the best article for teaching if young teachers under the status of a King's scholar are still to be employed?

I do not think the dual life, partly in school, partly at the centre, works well. Dual life, school and centre.

In many cases the youth of the teacher unfits him to maintain discipline. The future pupil teacher might be at a secondary school from thirteen years of age to fifteen or more and might then be attracted from it to practical work in school by higher wages than are now offered. Increase of expenditure in the salaries of teachers will not make the present teachers more competent but it may secure more cultured teachers in the future. Higher salary.

Mr. Sneyd-Kynnersley:—

"The abolition of the annual examination of pupil teachers has caused great uneasiness amongst school managers, and the outcome has been a notable increase in the number of central classes. There are now five classes in this district; besides two in adjacent districts, which are attended by a few girls from this district. Of the five classes three are held on five days in the week, and each pupil attends four or five half days. In this way they get a fairly good secondary education. In Birkenhead I think from forty to fifty apprentices, besides candidates, are sent by the School Board; and each besides his education gets from £70 to £100 during his term. In school on the alternate half days they seem to do hardly any skilled labour: they sharpen lead pencils; they fill ink-wells, and the girls hand needles and cotton to the children in sewing lessons." Central classes increased in number.

those of thirty years ago, the salaries of pupil teachers are no larger now, and in many cases are smaller, than they were at the passing of the Elementary Education Act in 1870.

Secondary
School.

Is the pupil
teacher
centre
system a
great suc-
cess?

General
information
paper.

"The foregoing remarks apply to the existing state of things, but we may hope that in the immediate future, when education has been co-ordinated, the local authorities will devise means by which selected children will leave the 7th or ex-7th standard at 13, and spend the next two years at a Secondary School and take up teaching as pupil teachers at the age of fifteen. We may also hope that the salaries of pupil teachers may be so increased as to attract from the Secondary Schools a superior class of candidates.

"For some time past the central system of teaching pupil teachers has been held up as the panacea for all the ills incident on the individual system of instruction, but is the central system so great a success as to justify its immense cost? A great deal of hard work is done, but are pupil teachers more intelligent, do they acquire greater breadth of mind, more general information? They certainly do not do so, if one may judge by the result of a recent visit to a pupil teacher centre in a large town of this district.

"The time of my arrival coincided with the commencement of revision by the head teacher of a 'general information' paper worked previously by a class of selected boys and girls, none of whom were less than fifteen years of age. To the question, 'What do you know about Bisley?' the first answer was, 'Bisley is the place where they shoot for the King's Prize.' With this information the teacher apparently was quite satisfied, and was passing on to the next answer when I asked where Bisley was, and found that most present knew that it was 'near London,' but my next query, 'What do they shoot at?' created silence until one girl diffidently suggested 'grouse' followed by the smiling concurrence of three more classmates; after much beating about the bush they at last explained why there could be no grouse at Bisley, but still more wonderful was the fact that only one could suggest that what 'they' shot *with* was 'bows and arrows.' None could tell that 'archery' was the name given to the pastime of shooting with the bow, and no one had ever heard the old nursery rhyme of 'A was an archer who shot a frog.' Such general ignorance makes one hope that pupil teachers of the future will have the opportunity of being educated at secondary schools instead of being instructed at pupil teacher centres."

NOVEL EXPERIMENTS.

The charge often brought against instruction in Public Elementary Schools that it is too theoretical, is now not so well founded.

To needlework, most practical of subjects, have been added drawing, carpentry, surveying, gardening, and household management, which includes cookery, laundry work, and housewifery.

The first four subjects are particularly applicable to the education of boys, while household management is, essentially, work for girls. But household management can only flourish in large centres.

Housewifery

Casting about for a fit subject of instruction for girls in rural schools, I thought of the excellent work I had seen done by Mrs. Oliver, the mistress of the Shrivenham National School, more than a quarter of a century ago. She taught domestic economy, theoretically, to a class of sixteen girls. The thought occurred to her of taking them four at a time on Saturday mornings into her own house, to do practically what they had learnt theoretically. This she did with the happiest results, and in the course

of years she turned out girls fit to assist in their own homes, or to take good places at once in domestic service.

Why should Educational Authorities not recognise this, viz., Domestic the preparation of girls for the honourable position of domestic service. service, as one of their duties?

Here I must recount an incident that occurred in a London Evening Continuation School. There were eighteen girls in the class; a gentleman interested in the school visited it, and asked the girls what daily occupation they followed. Seventeen told him; some were in a soap manufactory, others made false teeth, some were in shops. The eighteenth stood mute and was evidently disconcerted. The gentleman did not press her further. Afterwards, when school was over, the teacher asked her why she had refused to answer, and this was the reply: "I was ashamed, for I am in domestic service."

I am pained every time I recall this incident, and I am sure many will sympathise with me. There must be something very rotten in the upbringing of girls of the lower classes that such a feeling can exist. False shame

Boys who take to carpentry or gardening are not ashamed to say they would like to be carpenters or gardeners, and so why should girls, taught practically and scientifically housewifery, look with any repugnance or contempt on domestic service?

If girls show an aptitude for such work, they will conceive a higher opinion of service, and having learnt the details of housewifery when young, will not regard the house of a possible employer as a *terra incognita*. Their previous knowledge will also command a higher status and a better wage.

I have respectfully urged on the Board of Education that housewifery, which is now included in household management, should, like laundry work and cookery, be separately mentioned under Art. 15 (b) (iii.). If this is done, a great stimulus will be given to its adoption in the curriculum of rural schools. At present I have encouraged the taking of it under Art. 16, but I want official support to be given. I am glad to say that in some cases the matter has already passed from the stage of "talk" on my side, and forbearing attention on that of managers, into "reality," for in certain schools practical housewifery has been added to the curriculum; in some the girls receive the instruction in houses approved by the managers, either from the lady of the house herself, or her servants, and in others the instruction is given by the schoolmistress in her own house. Official support.

The consent of the parents to such instruction has been readily obtained, and the girls themselves are most interested in the work.

In the Code of Regulations of the Nottingham School Board, which Mr. Abel has been so good as to send me, I find the following list of subjects taken by girls learning housewifery under that Board: Blackleading of grates, cleaning of flues, boots, plated goods, brass, steel, marble, paint, windows, lamps, furniture, floors; the washing of glass, dishes, knives, forks and Nottingham School Board.

spoons, tins, saucepans, boards, sinks, tiled floors, stone steps; the laying of a table for different meals; the waiting at table; the cutting of bread and butter, the making of toast, tea, coffee, sandwiches; the making a fire, a bed; dusting and disposal of refuse.

I have set these subjects of instruction out at length, but I think that anyone who considers how useful such knowledge would be to girls, and how productive of comfort to others, will agree with me that it is infinitely preferable to aptitude in solving questions in stocks, averages and percentages!

Mr. Wilson:—

Educational Councils of Grimsby and Louth. "The most important educational experiments in my district are the Educational Councils I have established in Louth and Grimsby. In my previous reports I have mentioned them, but it may be suitable now to give a fuller account.

Assistance to teachers to go to training colleges. "In 1896, at a large meeting of managers and teachers in Grimsby, I proposed the formation of an organised body to represent all the schools in the neighbourhood, and whose duty should be to devise means of benefiting the schools. In 1897 this was done, and a committee was elected for this purpose. It was composed of six School Board members, six voluntary managers, six School Board teachers, six voluntary teachers. Much good has been done. Its first work was to devise means to assist teachers who needed help to go to college. The money thus advanced was free of interest, and was to be repaid when the teachers gained posts. I believe seven have already been enabled to go to college, and that the loans made in the first year have now been nearly paid off.

Social amusements. "For the good of the many teachers living in Grimsby without any regular home, a social club was established, partly for discussion of papers and partly for social amusement—singing and dancing. In addition to this, meetings once or twice a year have been held at which managers and teachers read papers on educational subjects, and sometimes a lively discussion follows. As a result of one of these papers a system of local scholarships has been established by the Grimsby Town Council.

"An indirect benefit of the Education Council has been the drawing together of the different schools and the lessening of the jealousies which used to separate the different teachers.

Discussions on educational topics. "As this council was so successful, in 1899 I formed one in Louth for the neighbouring schools. This has not been able to do anything of the nature of the social club, as it consists nearly entirely of rural members. But its meetings have been most useful in discussing the needs of country schools. A most pleasant feature has been the number of managers of country schools who take an active interest in the debates.

Kindergarten school. "Another important innovation is the Kindergarten experiment of the Grimsby School Board. One of their infant schools has been placed under the superintendence of a teacher from Bedford Kindergarten College, and two other teachers have been brought from the same place. The Board deserves congratulations for their public spirit in making this attempt to introduce the Froebel system in one of their poorest schools. The results are very satisfactory, though the classes are still too large.

Corresponding with the colonies. "Still another experiment has been tried in Grimsby by the teachers, and that is correspondence between their scholars and those of schools in the colonies. This movement was initiated by the Education Council, which granted some money for the expenses. I have read many letters from various parts of the world. Perhaps the most interesting was one from a boy in Northern Queensland, who had to ride fifteen miles each day to attend a small temporary school. A paper will be read at the next Grimsby meeting on the best way of meeting the difficulties of working this scheme.

Housewifery. "A class has been commenced at Caistor National School. The master's wife takes the older girls into her house and gives them systematic instruction

in the duties of housemaids, etc. The class was only begun last summer (1901), but has continued to do good work."

I consider that Mr. Wilson's contribution to this report is most valuable at the present time, as such an organisation as the Educational Councils which he describes may be turned to excellent account by the future Local Educational Authority.

Educationa
Committee
under new
Act.

MISCELLANEOUS.

Mr. Colt :—

"Most departments possess glazed cupboards called, euphemistically, 'Museums.' Their contents vary from manufacturers' samples—generally these—to really useful specimens given by parents or brought by the children themselves; and here let me, as a bird lover, enter my protest against the *purchase* of stuffed specimens of our insectivorous birds. In the recent price list of an enterprising firm I read the prices of stuffed blackbirds, thrushes and even robins. If a dead rook, owl, or even robin which has died by accident or natural causes, be brought to the school, by all means have it set up by the nearest taxidermist, and most of the illustrations for the favourite object lesson on 'Beaks and Claws' can be obtained from the poulterer's shop, and can with a little trouble be prepared as permanent specimens for the school museum.

Museums.

"School libraries exist in several schools, and are made use of, but their usefulness could be much extended if boys and girls, after leaving school, should be were allowed and encouraged to borrow from their shelves. This privilege, too, might foster an attachment to the old school, a feeling which in elementary schools seems singularly lacking."

Libraries
"lending."

Mr. Sneyd-Kynnersley :—

"A word about the Art. 68 teachers, who, as Dean Aldrich would say : 'Nomen habent nullum, nec, si bene colligis, usum.' It is unfair to brand them all with a stamp of inefficiency. They should not be allowed to teach the higher classes, but in the lower classes, and in infant schools some do good and useful work. The best argument for their existence is that we cannot do without them. It must be remembered that while men look forward to a pension at sixty-five, women look forward to marriage before they are thirty-five; and the supply of King's scholars is not sufficient to make up for this equitable waste. Moreover, between those 'quæ non ambiunt honores,' and those whose names are to be found in the last page of the scholarship list, the degrees of ignorance can be reckoned only in decimals. The tendency amongst the unqualified teachers is to study for the scholarship examination; and some, who know by experience the difficulties of that course, have discovered a Scotch University of liberal tendencies."

Art. 68.

Mr. Dale :—

"The main problem with regard to the staff of the school centres is the difficulty of obtaining a sufficient number of assistant teachers for schools not situated in large towns. Article 68 of the Code has been much denounced, but I do not hesitate to say that its operation has on the whole proved distinctly beneficial, especially to the country schools. In the large body of teachers under that Article many no doubt—as in any large body of workers—are poor; but many are good, and many more might be made good infant teachers with a little training. In several cases I have been able to send teachers under Article 68 to spend a few days in watching the methods of a good infant school. I have always found both managers and teachers anxious to help them, and I have almost invariably been

Art. 68.

Future Training. surprised at the improvement which even a short stay has effected. It is to be hoped that as this class of teacher now constitutes such a large part of the entire teaching staff of the country, local authorities may be able to make some systematic provision for their training in the near future, both by the establishment of classes for their instruction and by the insistence on a short preliminary period of observation and practice under supervision in a good school."

Defence of Art. 68. I am rejoiced to see that my colleagues Mr. Sneyd-Kynnersley and Mr. Dale are ready to break a lance in defence of Article 68!

The name once given, "Animated Broomsticks," was unkind, mischievous, and exaggerated. These teachers are most necessary, and, if given the training suggested by Mr. Dale, may be found equally useful.

Practical subjects. Mr. Dale commends the addition to the school curriculum of subjects practically taught, such as Physical Training, Manual Instruction, Cookery, etc., but points out the danger of believing that adequate results can be secured in such subjects by the comparatively simple method of making them part of the curriculum for children between eleven and fourteen years of age, and adds:—

Necessity of continuous teaching after ordinary school life is over. "It is not merely that such a subject as Cookery is often bound to interfere to some extent with the natural organisation of a school or that the time for instruction in other subjects is necessarily shortened; but apart from this the work is not sufficiently continuous, and is often completed too long before the children leave school. I am convinced that if *after* the completion of the *ordinary* school course at, say, thirteen years of age every girl were to be put through a six months course of Cookery and Household Management, the results would be incomparably more permanent than at present. Similarly it is to be hoped that some systematic provision may ultimately be made by means of classes for young people from fourteen to nineteen years of age for enabling boys and girls to keep up the physical drill and exercises learnt in the school. The weakness, in fact, of all our elementary education is that during the very years when the scholars should be practising what they have learnt, and making it a possession for life, they are often occupied in forgetting it. Unless and until some satisfactory system of universal continuation classes in the subjects of which I have spoken is devised, we shall in the vast majority of cases have only laid a foundation without a superstructure; and a foundation which very soon unfortunately becomes too ruinous to be built upon."

Mr. Ussher:—

Training of teachers. "There is no educational subject with regard to which greater unanimity exists than the desirability of efforts directed towards the improvement of teaching power, by offering inducements to well qualified teachers to settle in the district or opportunities for self-improvement to the existing staff of teachers. The County Council has given very material help in the latter direction. Classes for teachers in experimental science have been held at four centres in the Potteries for the past three sessions, and the syllabus of the lectures has been adopted by a large number of schools in the district. The spirit in which the teaching has been conducted has, moreover, infected many attending the classes, and has undoubtedly exercised a stimulating influence upon the instruction given in science. The demand for training of women in domestic science has been, to some extent, supplied by a fresh course held at Stoke last session. Impulse has been given to nature study by Saturday classes held at Stoke, and these have already exercised a marked influence upon the character of the teaching given in a limited number of country schools. If it is found practicable to extend the scope of this course, so that study conducted during the winter may lead up to

(a) Experimental science.

(b) Domestic science.

(c) Nature study.

field work in the summer, the thoroughness and permanency of the experience gained may be expected to become greater still."

Mr. Howard:—

"The work of inspection of Evening Continuation Schools has passed to others, but in parting I should like to say that, in my opinion,—
1. "Much of the evening work in towns can, with advantage, be centralised, especially those classes in which practical work and experimental demonstrations are required.

2. "A definite standard of attainments should always be required for admittance. Far too many grant-earning scholars spend the whole session in revising work previously done by them at ages of from ten to twelve years. By no means should their deficiencies be ascribed to faulty instruction in the elementary school, but to the lack of interest shown in not keeping up the results of the instruction then received, and to the superior attractions of other things during the intervening period. It appears a most wasteful method to do the same work twice over in the life-time of any individual, and it is for this reason that many friends of education in this portion of England advocate a continuation of education from the elementary school by compulsory attendance at evening schools until the age of sixteen. Compulsory attendance.

3. "The evening continuation schools have been too disconnected, and have not had a sufficiently distinct aim in view. Even where they might, they have not led the scholars on as they should to enter higher classes in Technical Schools and the like.

4. "In some cases the evening continuation school fills a gap which ought not to be overlooked among the proposals for better graduation and systematic arrangement. Some, no doubt, come "for warmth and for the comforts of an attractive, well-lighted room;" but others with a real desire for education of a sort. A woman employed in the mill, say until twenty years of age, sees marriage ahead of her in the near future, and is sensible enough or is well advised to secure some training in domestic matters. Sometimes her wages do not permit her to attend special classes in cookery, laundry, household science, needlework, dressmaking and the like, at technical schools, while on the other hand, she could not join fully in the work because her attainments in ordinary directions, in reading, writing, and arithmetic, are below those of a child of eleven in regular attendance at the day school. At least one large school in this district on special lines for such people under the evening Continuation School Code should be provided." Schools solely for practical work.

Mr. Yarde considers that the loose way in which medical certificates are often given greatly increases the difficulty of securing regular attendance, and Mr. Ussher makes the following remarks:

"In one instance it was alleged that a healthy child had been included with her sick sister in a medical certificate, and both had absented themselves for many months, the mother being thus relieved of her nursing duties."

The districts of my colleagues, Mr. Yarde and Mr. Ussher, whom I have just quoted are contiguous, and therefore it may be hoped that in other parts of the Division there is less reason for complaint on this important matter.

I have the honour to be, etc ,

GERALD FITZMAURICE.

To the President of the
Board of Education.

GENERAL REPORT on the TRAINING COLLEGES inspected during the Year 1902, by A. RANKINE, Esq., one of His Majesty's Chief Inspectors: to which is annexed a Report on Special Courses in Rural Subjects taken at certain Training Colleges, by A. D. HALL, Esq., Director of the Experimental Station, Rothamsted.

MY LORD,

I have the honour to present a report on the Training Colleges of England and Wales.

There are 63 colleges—56 in England, 7 in Wales. Of these, 45 are Residential, 17 University Day Colleges, and 1 is a Training College for teachers of the blind. Of the Residential Colleges, 32 are connected directly with the Church of England, 6 with the British and Foreign Society, 3 are Roman Catholic, 2 Wesleyan, and 2 are undenominational. The University Colleges are purely secular.

In these colleges there were in training last year 5,800 students. As the ordinary course of training is for two years, the teaching profession is being annually recruited by a supply of about 2,800 trained teachers. This number, large in itself, appears small enough when compared with the want which it is intended to supply. According to last year's returns there were 38,023 trained teachers serving in our Elementary Schools, while there were on the registers 5,758,000 children, and in average attendance, 4,731,000; so that there is one trained teacher for 140 scholars on the roll, and 124 in average attendance. The number of students in training increased during the year by 174, owing to enlargements of existing colleges; but during the same period the number of scholars in average attendance increased by 70,574—growth at the rate of 1 teacher to 400 scholars.

These trained teachers do not represent the whole, nor, indeed, a large proportion of our teaching staff. There are, for instance, 28,000 teachers with certificates who have never passed through any college. They have passed an examination in the theory of teaching and in the subjects taught in Elementary Schools, but they have had no systematic training in the art of teaching. What they have learned has been learned in the school of experience. Many of them are thoroughly able and competent teachers, born teachers, who have emerged by dint of ability and hard work; but the majority have been depressed by the difficulties of their career.

It is not the fault of the teachers themselves that so few are trained, but the want of opportunity. More than twice the number of candidates try to gain admission to our colleges than there is room for. The teacher is that part of our educational system which has hitherto received least attention. Precautions have been taken to supply sufficient school room and to compel the children to take advantage of it; but the most essential part of

Supply of
trained
teachers.

Untrained
teachers.

Why so few
trained
teachers.

the whole has been neglected. We hear a great deal about the formation of character in school as more important than mere instruction in book work. This is so, but it must not be interpreted as meaning that slovenly instruction will do so long as it is disinfected by a course of religious or moral lessons. The elementary teacher has to bring into play powers of a high order. He has not only to teach but to supply the background of teaching. He gets little assistance from home influences as from home work. All has to be done in school. His work is difficult and demands careful preparation. It may be elementary in name, but it is fundamental in character, for it goes to the root of national life and prosperity.

Education has been described as the cheap defence of nations. The whole income from all sources of our Training Colleges, both Day and Residential, is under £300,000. The sum spent on training educational officers cannot be objected to as excessive.

The provision which exists good so far as it goes.

While it must be admitted that the provision for training teachers is a part of our educational system which has not received the attention it deserves, praise must be given to the existing colleges for what they have accomplished. Considering the conditions under which they work, they have done wonders. All the colleges which I have inspected are efficient. Many things hamper them, but all are animated by an earnest desire to do the best for their students and to live up to a high ideal. Buildings are being improved and enlarged. Durham, Darlington, and Edge Hill have, during the past year, added to their accommodation. The Home and Colonial is removing from the old house in Gray's Inn Road, endeared by many associations, but rendered impossible by noise and want of room, to adequate premises at Wood Green. Swansea is meditating a change from its present cramped and unsuitable abode, where it is squeezed into a slum. Heroic efforts are being made in both these cases to raise the necessary funds.

Expansion on present lines not to be expected.

The difficulty of obtaining the means of carrying out any changes or additions which involve large expenditure, would alone seem to indicate that any great expansion of the present system on present lines is not to be expected. To master the situation the new forces evoked by the Act of last year will be required.

More funds required.

The Day and Residential Colleges are agreed in one point at least. Both urge that the grants from Government are insufficient. It is evident that they do not contribute much themselves for none of them have much to contribute. Poverty and learning are old friends. In the case of the Residential Colleges, the income from donations and subscriptions is less than a third of that derived from fees and sale of books. The University Day Colleges have four times at least as much income from fees paid direct by the students as from all other sources of income except grant. It is noticeable that the fees in both cases show a tendency to expand. The balance sheet of the Residential Colleges for 1902 shows an

increase of more than £4,500 ; that for the Day Colleges of nearly £2,000 ; the colleges remaining the same in the returns for both years.

The need of expansion is great, but it is not desirable or politic that fees should be the most elastic portion of the budget. If new colleges are established, as no doubt they will be, on the lines of the London University County Council College, where no direct fees are charged, the first effect will be to draw away students from entering the existing institutions ; but we want more teachers in addition to those we have, not a rearrangement of the sources of supply. The old colleges will, therefore, in all probability have to reduce their fees, and if so they must get more local contributions or more grant to make up the deficiency.

The whole subject of the finance of the Training Colleges is too complicated and confused to be gone into here, but it is sufficiently clear that the first thing to increase their efficiency will be more money.

Other defects which touch the inner life of the system are the want of preparation on the part of students at entrance and the short period of training ; the material is raw, and time is not allowed to work it up. Another cause of weakness less tangible, more in the air, and yet an influence which has much to do with all the other defects, is the isolation in which elementary education has hitherto stood with respect to the general education of the country.

In estimating the number of teachers required it must not be forgotten that there are other considerations which ought to be taken into account besides mere number of scholars. The quality of the work to be done, the age of the children, and the number of subjects to be taught affect the staffing of schools. To allow 50 children in average attendance to each trained teacher seems, therefore, a moderate basis of calculation. As there are 4,732,000 scholars in average attendance this means a staff of 94,600 teachers. How many teachers ought to be sent out yearly to supply this number ? In order to estimate roughly the tear and wear in the teaching profession the number of trained teachers at present serving in schools may be divided by the number furnished each year by the colleges, 2,800. This gives us fourteen years as the average school life of an elementary teacher. It is noticeable that the women do not give us their services so long as the men. There are 18,134 male trained teachers, while the yearly output is 1,095, giving an average of sixteen years ; there are 19,889 women to an output of 1,801, giving an average of eleven years. The havoc wrought by matrimony among a remarkably-attractive class of the community may explain the difference, for women who marry usually leave the profession while men do not. Perhaps there may be some element of derangement lurking in the statistics. In any case let us assume that twenty years instead of fourteen is the average term of service. At that rate there would be required a force of 4,730 teachers to meet the wants of the population as it stands at

present. But the population is not standing still. Last year added 70,574 children to the average attendance of our elementary schools. This may have been abnormal, but as the population shows no signs of becoming stationary, and as the attendance even on the present basis leaves room for improvement, to take 50,000 as the annual increase seems well below the actual requirement. But this alone would render necessary an annual addition of 1,000 teachers.

To simplify the consideration of this subject, let us leave out of account any problematical increase of population, and assume that in twenty years' time there will be no greater need for teachers than at present, and that 94,600 will be required as now. From the 94,600 deduct the actual number of trained teachers in existence, 38,000, and the remainder, 56,600, will represent the number of additional teachers to be supplied, requiring an additional yearly output of 2,840 more teachers, if by the end of twenty years there is to be a trained teacher for every fifty scholars in average attendance. If the population continues to increase at the present rate a special addition of 1,000 teachers annually will be necessary from this cause alone.

hence are
e teachers
be
plied ?

Where is the supply of teachers to come from ? For some time to come I am afraid it will have to be artificially created, as in the past. Teaching in elementary schools does not appeal as a profession to those who can afford the expenses of their own higher education. The door has for some years stood open to University graduates, but few have entered. Last year, only seven graduates with teaching diplomas were recognised as certificated teachers (Ar. 60b). The reason is that graduates, as a rule, do not turn their attention to teaching save as a last resort, and by that time they are not particularly fitted for it, because they have lost adaptability ; to know a subject is one thing, to teach it another ; and to teach it to young children is a very special art. A few distinguished scholars have entered the profession from time to time, but mostly with a view to gain the practical experience which would qualify them for certain administrative posts. It is to the material already existing in our schools that we must mainly look for the supply of teachers. There are at present, besides those specially trained, four classes of teachers—those who are certified but untrained, assistant teachers who have passed the King's Scholarship examination, pupil teachers, and additional women teachers (Ar. 68). As time goes on, and new colleges are opened and additional facilities for study and training are afforded, it is to be expected that the majority in the first two classes will become fully qualified. Many of them have only been prevented by want of opportunity in the past from taking the full course. The leading School Boards, such as London, have trained pupil teachers rather as a means of recruiting the supply of teachers than on account of the value of their services, for they do not reckon them in calculating the minimum staff required by Ar. 73. The Ar. 68 teachers they do not employ at all. Such teachers are useful only in exceptional circumstances. Many of them have a natural gift for managing young children combined

with a natural inability to pass examinations. Others no doubt with time and leisure might do well in their studies and would benefit by a college course. They are increasing in numbers rapidly, and are already a formidable body. Last year they numbered 17,956, an increase in eight years of 110 per cent. The pupil-teacher is a valuable educational asset, but an asset not so much available for present use as to be realised in the future. The assistant teacher (Ar. 50) is usually a King's Scholar who has passed in the third class, and is not eligible for admission to a Training College (Ar. 115 a), or one who, having passed in the first or second class, cannot be admitted owing to want of room. Such assistants qualify for higher employment by taking the examination for the acting teacher's certificate, not a hard examination in itself, but more than severe enough for those who have to pursue their studies after long hours of work in school. It is no wonder, therefore, that many find themselves unable to stand the strain and abandon the pursuit, and that those who succeed do not, as a rule, show a high order of attainment. Of 3,179 acting teachers examined last year in Part I. of the Syllabus only 180 passed in the first division ; of 3,499 examined in Part II. only 312 passed in the first division. What a contrast is shown by results from Training Colleges, with their two years of quiet, careful preparation. From the Residential Colleges 2,145 students took the same examination, and of these 1,469 passed in the first division of Part I. and 1,001 in the first division of Part II. Such facts tell their own tale. The acting teachers prepare for examination either entirely by private study or by means of correspondence or by attendance at classes on Saturdays. But the ablest coaching cannot contend against the depressing effect of circumstances, and it is not to be wondered at that the results are poor. Besides this, they get none of that systematic practical training in the art of teaching which forms so important a part of the college curriculum.

The first and, so far as I am aware, the only attempt, as yet, to do something for the training of the acting teacher has been made by the London School Board. They adopted the idea of student-teacherships, an extension of the system already applied to their pupil-teachers. A number of students eligible for admission into Training Colleges, but who cannot proceed thither, are selected for appointment as assistants. They serve half-time in school and half-time attend training classes. The men are paid £35 per annum and the women £30. The course is for three years, and they receive free instruction in all the subjects of instruction for the certificate, and, more important still, their practical training is carefully attended to. They work in school under competent head teachers, who report upon them, and every week two of them are chosen to prepare and give lessons before the other students and the superintendent, which are followed by criticism. This is a good plan. It gives those teachers who are unable to enter college systematic instruction and some relief from the drudgery of school work while going on with their studies. As a half-way house, inter-

Acting
teachers.

The training
classes of
the London
Board:

mediate between training and no training, it deserves consideration, and may be adopted with advantage during a period of transition as supplying a stop-gap till complete provision can be made.

Pupil-
teachers.

As our certificated teachers, both trained and untrained, are mostly recruited from the ranks of the pupil-teachers, any vital reform in our system should begin with the latter. The pupil-teacher is the foundation of the educational edifice, and unless the foundation is strong the superstructure will be weak. That there are grave defects in the apprenticeship system will hardly be denied. So grave have these appeared to some educational reformers that they have proposed to sweep the whole institution away. But there are practical considerations which may well give us pause. Abrupt changes even in the direction of reform must be justified by necessity, for violent shocks unsettle and disturb. If we can improve, why remove? Again, it is never safe to give up the old till we have made sure of the new; half a loaf is better than none, and looking to the number of teachers required there would be a risk in closing the main entrance before we are sure that a sufficient number will enter by other doors. It must be borne in mind that hitherto there has not been a rush on the part of the educated classes into the teaching profession. The supply has had to be artificially maintained by means of apprenticeships and scholarships. We must be careful how we close any intake before we know that the remaining pipes will fill the cistern. It is noticeable that the supply of pupil-teachers shows signs of diminution. Last year there was a decrease of 1,391. This may be temporary and accidental, but if it means that their places are being taken by the unqualified teachers under Ar. 68, whose numbers are increasing so rapidly, it is to be deplored, because such teachers seldom develop into anything higher.

Again, in dealing with the pupil-teacher system as with the whole educational problem, local needs and local conditions have to be taken into account. The educational coat has to be cut according to the educational cloth. No doubt the local councils who are henceforth to do the tailoring will use the best material to hand, and will cut the coat after such a fashion that John Bull will not need to blush when he visits the educational establishments of his neighbours and rivals. Where they can supply something better let them do so; where they can use the present let them do so; but whatever they do let them select real teachers such as have the root of the matter in them, for not in bricks and mortar, not in costly apparatus, not in elaborately tabulated statistics lies the hope of the future, but in the heart and soul of our teachers. The elementary teacher has been a missionary of the best kind. Let me give one example out of many, for which I can vouch by personal knowledge. The master of a boys' school in the heart of a great city has passed through his hands during twenty-five years' ministry—for such service deserves the name—over 3,000 boys of a poor class. Of these only three have ever been brought before a magistrate. The remainder, and many of them might have been expected to yield to their surroundings, have become useful

and upright members of society. He not only taught them their lessons, but he made them something ; he trained them into self-respect and put moral backbone into them. But to return to the pupil-teachers who are waiting.

One advantage of the pupil-teacher system is that it gives us a means of selecting and sifting out at an early age those who have a natural aptitude for the work. Its disadvantage is that the burden of teaching is thrown on the shoulders of the young and inexperienced at the cost of their health and mental development, and to the detriment of their scholars. When such is the case, it is good neither for teacher nor scholar. A great deal has been done of late years to obviate this objection. The age of admission has been raised, the hours of work in school shortened, and provision has been made for their instruction in Secondary Schools or at centres. They are now regarded, not so much as actual instruments of teaching, but rather as containing the possibility of a teacher, as the material out of which the finished teacher is to be formed. The central schools which have been established for their instruction become in a measure preliminary Training Colleges. Last June 139 pupil-teachers from fifty-five centres passed the London Matriculation. When it is considered that this examination has been accepted up to the present as a sufficient test of the general education of women teachers at the end of their second year of training, it is evident what a possibility of advance lies in this direction. The Training Colleges might receive their material in a state of preparation two years ahead of the present standard.

The superintendent of the centre should act as master of method, and extend his supervision to the practical work of his pupils as well as to their preparation for the King's Scholarship examination. Candidates ought only to be apprenticed in schools where they will be under the care of competent head-teachers who will take an interest in their general training, and send in regular reports to the superintendent. The pupil-teachers should attend model and criticism lessons, and pay visits of observation to selected schools. A sufficient variety of educational experience ought to be provided for them, and it ought not to be possible, as it is at present, for King's scholars to enter college with nothing but the experience obtained by teaching a class of babies.

In schools where these conditions are fulfilled, the apprenticeship of a larger number of candidates than is allowed by Ar. 42 might be sanctioned.

It seems to be desirable that wherever possible our teachers should be enabled to avail themselves of the opportunities of higher education afforded by the Universities, which are now found in so many of our great towns. The pupil-teachers should be encouraged to work for the matriculation examination of their local University with the view of taking the degree in the fulness of time. Such a course would steady and concentrate their work.

There is another point with regard to the instruction of pupil-teachers to which I should like to draw attention. The classes should not meet in the evening. The evening is the proper time for quiet preparation at home.

actical
ining in
e Colleges.

The practical training given in our colleges is of a high order. During the last fifty years a sound body of educational theory and practice has been built up in connection with our Elementary Schools. Three elements go to form the Teacher: Nature, study, and practice. Probably there are not many who have no natural aptitude for the work of teaching—about the same number as those who have a natural genius for the work and are teachers by right of birth. The great majority are the middle class, who lie between the extremes, and are capable of being moulded into teachers by study and practice. It is important that incapable teachers should be debarred from the profession, and debarred, if possible, at an early period.

The students in our colleges have to learn not only how to teach but what to teach. They pursue general studies intended to develop their minds and store them with knowledge, and at the same time they take a course of professional training in the theory and practice of teaching. The general course aims at a University degree or at passing the certificate examination of the Board of Education. The professional training is carried on by means of lectures on the theory of teaching, demonstration and criticism lessons, practice in school, and visits of observation.

ctures.

The lectures on teaching aim at furnishing the student with general principles. The majority of the pupil-teachers come in hide-bound in traditional methods. They have certain rules of thumb which they employ in season and out of season, but they have not learned to think about the meaning or consider the principles on which these rules are based. They are made to reflect, to think for themselves, to rise from art to science, and from being educational artisans to become artists.

They attend courses of lectures on the history of education and on Logic, Psychology, and Ethics. A great deal cannot be done in this way, for art is long, time is short, and other studies are urgent; but enough is done to widen their horizon. The door into the higher knowledge is at least unlocked. Most stress is laid on the parts of these sciences which can be brought into immediate connection with school practice.

Logic makes them more attentive to method and more precise in the use of words. Psychology awakens a sympathetic interest in the growth of mind, draws attention to the conditions which favour or retard its development, and shows the danger of trying to force all minds into the same mould. Ethics teaches them to observe the dispositions and form the characters of their scholars. That these philosophical studies should produce great and immediate effects on practical power is not to be expected, but the seed is sown which will bear fruit in the future.

The deeper and broader the culture of our teachers, the better results will they produce. Perhaps it may be objected that all this is unnecessary for an elementary teacher, that as he who drives fat oxen should himself be fat, so he who teaches in Elementary Schools should be elementary, like his work. It is true that it does not require a great scholar to deal with young children, but it requires a great teacher, and the teacher in our schools for the people has a great deal more to do than to teach elementary subjects of instruction. He has to supply the moral and æsthetic background of school life, for he gets little assistance from home surroundings. He has to do all by his teaching in school hours, for there is no home work; and he must be a master in the art of class management, for his classes are large. If education is to strike at the roots of poverty, intemperance, and crime, if the cry of the hooligan is no longer to be heard in our streets, if mutual respect and friendship are to become elements in the relations between labour and capital, we must train our teachers.

Besides these lectures on the science of education—let no one shrink from the term, it means nothing more than the general results of educational experience brought together, reflected on, and reduced to system, and is as well entitled to be called a science as any other—such subjects as school hygiene, the preparation of time tables, schemes of work, and registration are dealt with.

The theoretical views expressed in these lectures are illustrated and brought to the test of practice by demonstration and criticism lessons. These are lessons actually given to ordinary school classes in the presence of the students.

The demonstration lessons are given by the teacher of method, Demonstration. by members of the staff, or by special experts in their own subjects. These lessons are intended to exhibit an example of the proper method of handling a given topic, and the different steps and devices employed are explained to the students. The subjects are chosen so as to illustrate and enforce points to which attention has been drawn in the theoretical lectures.

If the demonstration lesson holds up a model of what to aim Criticism. at in teaching, the criticism lesson lays special stress upon what to avoid. The lessons are given by students and take place once a week. This is a technical exercise of the highest practical value. The ordinary method of procedure is somewhat as follows. Some days before the appointed time the student who is to teach brings a rough outline of the proposed lesson to the officer of the staff who is going to hear it, and receives general advice and suggestions. Detailed guidance is purposely withheld in order that the student may be encouraged to think for himself. After further consideration the student draws up a sketch of the lesson and posts it up publicly, so that everyone who is to be present may copy it and have time to think it over. The lesson lasts usually about half an hour, and discussion and criticism follow it for an hour. All the conditions of real work are observed. As soon as the lesson

is given and the children dismissed, full and free criticism is encouraged. The various points—matter, method, manner, illustrations, language, power of questioning, and all the little touches and devices of art by which mistakes are corrected, discipline maintained, and interest quickened are submitted to searching investigation. Faults are pointed out and remedies suggested. The criticism is unsparing but free from malice. It is curative and formative. It aims at improvement and endeavours to bring to light the perfect method. The members of the staff who have been present then offer their observations and the whole is concluded by the President, frequently the Principal, who sums up. This is a real educational *palaestra*. It is an ordeal for a beginner. When all is over he begins to see himself as others see him; but the light is thrown upon his imperfections in no unkindly spirit. He is stimulated not depressed. Any faults of a personal character which the President may observe, are mentioned afterwards in private.

There are some features in these model and criticism lessons which deserve special mention. They bring out clearly the modifications of method to be adopted in dealing with different subjects and different classes. They enforce the importance of letting the scholars do as much as possible. There is less lecturing in our schools and more teaching in consequence. The art of questioning is used to induce the children to find out for themselves, and imperfect answers are used as stepping stones to reach the clear and distinct idea. The subjects of instruction are co-ordinated, and the power of arranging a series of lessons in proper sequence is cultivated. For example here is a set of lessons which I heard lately:—The general geography of Europe in Alfred's time. The Vikings and their homes. The coming of the Danes. The Sea King's Burial, for recitation. Alfred at Athelney. Alfred's reforms. Changes in the language illustrated by the Lord's Prayer in Anglo-Saxon. The geography of England in Alfred's times. Life in Saxon England. The legends of Alfred, how far based on fact. The materials from which a writer constructs his history illustrated by reference to Alfred's time.

Practice,

After the principles of teaching have been stated theoretically and illustrated by examples, they have to be fixed in the minds of the students by a course of practice. All students are required to spend at least six weeks in school during their two years of training. While in school they are looked after by the Professor of Method, assisted by the staff, and by the head teachers of the schools in which the work takes place. This practice is not infrequently taken two weeks at a time, the first two being devoted principally to elementary work, the second to class subjects, and the third to the rectification of defects.

The time for practice is short considering its importance, but it must be borne in mind that the colleges have to get through a great deal of work in two years; that the syllabus is crowded, and that where many subjects have to be taught in a short time, the attention

given to each must be limited. Besides the criticism and model lessons are eminently practical, and most of the students enter college with considerable school experience. They have got over their stage fright and can face a class of children. Those who have not been pupil-teachers and those who display special weakness receive more attention, and are kept at work till it is seen that they are at least in a position to help themselves. It is not the quantity so much as the quality of the practice that is essential.

Most of the Residential Colleges have practising schools of their own, but do not confine themselves to these. The Day Training Colleges have none of their own, but avail themselves of the schools in their neighbourhood. In all cases a variety of schools are used. The model school, under the immediate control of a college, has the advantage that it is always at their disposal; new plans can be tried and experiments set up. On the other hand the school itself suffers from the disturbance caused by the continuous passage through it of teachers in process of formation and the unavoidable interference with its regular routine. Of late years it has become usual not to have relays of students spreading the practice over the year, but to place all the students at work in a number of schools at the same time. This interferes less with the general work of the college, and sets the whole of the staff free for purposes of supervision. In the case of the University Colleges this takes place during the vacation, so that term time, which is none too long, can be devoted to lectures and study. The schools in which the students practice are selected as presenting typical features. In some cases where there are not sufficient schools in the neighbourhood of colleges, the students are taken to other districts. This involves expense and trouble, but it deserves encouragement. The variety of experience which can thus be given is most valuable. Pupil-teachers who have never seen country schools may thus acquire a taste for country life, and those who have been brought up in the country may gain a juster view of work in crowded centres of population. The special conditions of work in boys', girls', infants', and mixed departments, in town and country schools and in large and small classes, can thus be studied. I notice, with approval, that it is not considered beneath the dignity of the men to take a turn in infant schools. This is as it should be, for nothing brings us nearer the groundwork of school management and teaching than a study of the ways of infants.

The ordinary arrangements for a course of practical work are as follows. Before entering the school each student is furnished with a copy of the class time table, and a syllabus of the lessons which will have to be given. He receives precise directions as to what will be expected of him. A note book must be kept, and in it must be entered such items as a general plan of the school buildings, detailed sketches of the class-rooms specially used, a description and criticism of the general arrangements of the school, its ventilation, lighting, etc. Teaching notes of all lessons, and full notes of selected lessons are given, and at the close of each day

observations on the work done are recorded, success or failure is noted, and some attempt is made to ascertain the cause. Character studies of children who present peculiarities of a marked kind are not omitted. Frequently two students are placed in charge of a class. They take it by turns to teach and to observe. The observations of the critic are entered in the note book opposite the lesson. Obvious faults in teaching and class management are dealt with on the spot by the member of the staff who is present, but detailed criticism and advice are reserved for a more solemn occasion after school hours, when the students submit their note books to the Professor of Method for examination. The object of this practical training in the schools is to give the student a conception of systematic work so that he should feel each step determined by a purpose, and to make sure that the theoretical instruction has been appropriated and can be applied by the student.

The time is too short for a great deal to be accomplished, but if the edifice is not carried high, the foundations at least are solidly laid. The young teacher has now some idea of the scope and aim of true teaching, and knows something of his own deficiencies. The confidence and conceit of ignorance have been exchanged for the caution and modesty of knowledge.

observation. In addition to practical work the experience of the students is widened by visits of observation to other schools. These are carefully arranged and are made with a definite object. Some of the best and some of the worst schools, Secondary Schools and schools for defectives, schools in rich and schools in poor neighbourhoods are carefully studied. These visits afterwards form the subjects of papers, in which observations are recorded and results summarised.

Other technical exercises consist in the preparation of impromptu notes of lessons, discussions, and debates, and the reading of essays on educational subjects. In all our colleges there flourish literary and debating societies. During the course of the second year each student has to teach a class before the inspector, who gives him a mark for practical ability.

10 mark
r teaching. It is not a light matter to appraise the value of a teacher's general power after hearing one lesson, but the Inspector has the reports of the College to guide him. These reports sum up the whole work of the student during his period of training, and are careful, judicious, and sympathetic documents. I take one at random as a specimen :—

“Teacher has encouraging ways, yet is firm and consistent in his treatment of his pupils; he speaks clearly; questions freely and well; is reasonable yet insistent in his demands—class is kept awake and children have to listen to all that goes on, including the answers given by their class-mates; matter well planned, sometimes too ambitious; teacher strong on ‘reasons’; perhaps some explanations, though clear, become unnecessarily detailed; descriptions are generally graphic, and some elementary science lessons were given exceedingly well—simple experiments devised and children led very carefully to right conclusions; some excellent and well-used illustrations in almost every lesson; recapitulatory exercises sometimes introduced new difficulties that should have been deferred until another lesson, but the teacher

always saw that the scholars had mastered what had been presented ; black-board work full—summaries developed as lessons proceed and children made to use what appears in the abstracts ; an excellent teacher, interested in his work, not afraid to try new plans, is very thorough and incisive ; is inclined to talk too much, and the pace of the teaching is sometimes a trifle slow, and teacher is sometimes rather long in getting to his subject proper ; class managed exceedingly well."

Another of the duties of an Inspector of Training Colleges is to *Reading and Recitation* hear every student read and recite. These are unassuming subjects, but their value is greater than appears at first sight. They are of immediate value as subjects which have to be taught in all Elementary Schools, but they go beyond this and are in close touch with the highest culture. In its higher form reading is the intellectual and emotional appreciation of literature. In its lower form it is a physical exercise of the greatest value to teachers. The laws of voice production, which are its basis, should be studied and practised by all. Throat complaints have been the bane of the profession. How many teachers have shouted their life out in schools where noise was the constant accompaniment of their work, noise in the streets outside, noise in the large rooms inside, where several classes are kept going at once, and teachers have to bawl against each other like cheap-jacks in a fair. Luckily such conditions are becoming rarer than they were in the good old times, but even where the conditions are favourable teachers who do not know how to pitch and modulate their voices break down early, like singers who have not paid sufficient attention to voice formation. In no respect has the training in our colleges improved more of late than in the attention paid to such simple and obvious details—simple and obvious as soon as they are seen.

A course of lessons in voice production now forms part of the Voice regular course for first-year students in all colleges. These lessons production are given either by professional experts or by members of the staff who have gone through a special course of training. The breathing exercises, besides their effect on the reading, tend to improve the general health and bearing of the students. Especially in the case of women, the power to fill and empty their lungs is not so common as might be supposed.

The improvement in refinement of expression and delicacy of Expression appreciation is as noticeable as in the quality of voice. The passages chosen for Reading and Recitation show the change which has come over the spirit of work in our colleges. When everything was prescribed in the syllabus the results were hard, formal, and metallic. Now that scope is given to natural choice it is pleasant to find a varied and healthy appetite for what is best in English literature. The quaint and lovely lyrics of Herbert and Herrick are rendered as suitably as the soliloquies of Hamlet and Macbeth. The pieces are selected with taste and discrimination, and read so as to bring out their inner quality and spirit, not to display the elocution of the reader—there is true feeling without exaggeration or bombast in the expression.

Freedom of syllabus. The liberty, within reasonable limits, which has been accorded to the colleges of proposing their own curricula has borne good fruit. Their proposed schemes of work have not been found to fall behind the old syllabus, in many cases they have gone beyond it. Greater variety and flexibility have been introduced into the system. Each college to a certain extent becomes a law to itself. Provided a high standard is maintained, there is no harm in a number of types ; education becomes less stereotyped, and teachers suitable for different requirements can be produced.

Unity not uniformity. We have seen that the number of teachers required is immense. But they should not be all of one pattern. They should be good of their kind, but the kinds are many. There is a great variety of educational needs. Teachers are required for town and country schools, for districts where manufactures, mining, commerce, agriculture, and special industries predominate, for Boys', Girls', Infants', and for Mixed Schools, for Primary, Secondary, and Technical Schools, for Pupil-teacher centres, for Training Colleges, for schools for the blind, the deaf and dumb, and the defective. While it is important that all these schools should be brought together as parts of one system, it is not desirable that their teachers should all be fashioned alike. Unity is wanted, not uniformity.

The educational ladder. The influence of the Universities is making itself more and more felt in connection with elementary education. If the path upwards is still narrow and beset with difficulties, every year sees it becoming smoother and broader.

Oxford and Cambridge are doing excellent work in educating elementary teachers. Our greatest educational authorities show that they do not think the highest culture unnecessary for teachers in Primary Schools. Upwards of eighty teacher-students are in residence, and twice or thrice the number could be trained if funds were forthcoming. These men share in the life of the Universities. They are not kept apart in any way. They take their place well in every respect, and their successes in the schools have been surprising. None are admitted but such as have been pupil-teachers.

Durham University, besides its own Day Training College in connection with the College of Science in Newcastle, has incorporated with itself in an enlightened and generous spirit the two Training Colleges in its own city and those at Darlington and Ripon.

An increasing number of students from the Residential Colleges take University degrees. Last year 249 offered an approved University examination instead of Part II. of the Syllabus.

Difficulty of combining different levels of work. Great credit is due to both classes of colleges for what they are accomplishing. Both have to contend with difficulties. In the Residential Colleges the mixture of degree and syllabus work tends to confusion, and the strain upon the staff is severe where so many classes have to be kept going as are required to prepare sometimes for five or more separate examinations. In the Day Colleges, the classes of the University Professors are clogged with

students who have to be taught the elements. They are good sound material and anxious to learn, and by the end of their course have made wonderful progress; but there is no doubt that under present conditions the Universities have to do a great deal of what is not University work. They have either to do this or the students fail in their examinations. The consequence is that a great deal of supplementary work has to be done in the way of classes for students who are unable to follow the ordinary course, and special coaching for those who are barely able to keep up with it. It is not satisfactory to have in one college working together students who are fully capable of taking advantage of the ordinary college classes, and those who are quite incapable of so doing.

What can be done when County Council and University work together has just been shown by the establishment of the new University County Council Training College for London, which presents some notable features. It aims at equipping students for any branch of the profession. Primary and secondary teachers will sit on the same benches, listen to the same lectures, and practise in the same schools. All will have equal advantages. The course is for three years. All students at entrance must have passed the matriculation examination, and it is intended that they should leave the college with their B.A. or B.Sc. and a diploma in education. One-third of their time is given to professional studies and two-thirds to degree work. King's scholars receive their education free of charge. Their scholarships, £25 to each man, £20 to each woman, are handed over to them without deduction.

The education department as regards the dignity and emolument of the staff has been treated handsomely, and takes its place on equal terms beside the other faculties. Cinderella has been promoted from the kitchen and takes her place at the same board as her sisters.

The new Training College, which has just begun its first session, is as yet in temporary premises, but a fitting tabernacle is to be provided, and we are promised something which, as regards completeness of arrangements and appropriate grace of form, will be the cynosure of educational eyes.

The opening of this college fitly marks and crowns the close of a period of educational struggle. It is the connecting link between the old and the new. It is the fulfilment of those ideas with regard to the higher education and the longer training of the teacher, and the bringing of elementary into vital union with secondary education, which created University Day Colleges and transformed the Residential. As regards the future it is one of the educational signs of the times and of happy augury. The outlook is full of hope.

I have the honour to be, etc.,

ADAM RANKINE.

*To the President of the Board
of Education.*

SPECIAL REPORTS.

(1) TRAINING COLLEGES FOR MEN.

BANGOR.

(British and Foreign School Society's Training College.)

This college continues to be highly efficient. The Principal and his staff are unremitting in their attention to duty. The men work hard and have been very successful in their examinations. The changes made in the direction of more freedom from routine teaching and more attention to observation and criticism have borne good fruit. The visits to other schools and the discussions initiated by Mr. Roome have cultivated observation and stimulated thought. The improvements in the premises have tended greatly to comfort and convenience.

A. R.

BATTERSEA.

(National Society's Training College for Masters.)

Visited in May.

There are 140 students in residence. Two of them were taking a third year in the Ecole Normale at Caen. Fifty-one were reading for London examinations, 28 for matriculations, 19 for intermediate, and 4 for the B.A. and B.Sc. examinations.

The staff is a strong one. With two exceptions all are graduates, and the education of students is conducted by them on broad and practical lines and with great vigour and success.

Since my last visit to the college it has made very great and most satisfactory progress. And in its present state it can hardly be identified with the institution I saw for the first time in 1893. It has been placed on a footing which in every respect entitles it to the confidence of the public. Its staff is numerous, and in the main of a high University stamp; it is supplied with all the rooms and appliances necessary; its internal arrangements provide for the comfort and refinement of the students, and the curriculum is well adapted to make them good teachers. The lessons given were of a high character, and the reading and recitation were very good.

W. S. C.

BOROUGH ROAD (ISLEWORTH).

(British and Foreign School Society's Training College.)

This college fully maintains its reputation for high aims and thoroughness of work. The staff is exceptionally able and vigorous, and the success of the students in the class tests and degree examinations shows the skill with which they have been instructed, and the use which they have made of their opportunities. The technical exercises have been directed by Mr. Buckle with his well-known ability. Visits of observation to selected schools and institutions have been most beneficial. Reading and recitation show a feeling for literature as well as careful voice training. The personal influence of the Principal makes itself felt with the best effect in all the details of the college work and life. The changes in the dietary are in the right direction. It is satisfactory to know that the Committee are now in a position to carry out their plans for the much-needed enlargement and improvement of the college.

A. R.

CARMARTHEN.

(National Society's Training College.)

This college continues to flourish under the enlightened and sympathetic government of Canon Brown. The conduct and bearing of the men are

excellent. The staff are men of character and ability, who do their utmost for the students. Physical training and manual work are well attended to. Reading and recitation have been carefully and intelligently taught. The theory and practice of teaching are treated by Mr. Adamson in a luminous and stimulating manner. As regards health and home-life all the arrangements are satisfactory. Beautifully situated in a romantic district, with fine buildings where taste is combined with comfort, and producing a useful and reliable type of teacher, this seems a model country college.

A. R.

CHELSEA (ST. MARK'S).

(National Society's Training College.)

Visited in April, 1902, by Mr. Rankine and Mr. Barnett, with Messrs. Wylie, Helps, Balmer, and Alexander.

Staff.—The Rev. R. Hudson, M.A., principal; Mr. O. Breden, vice-principal; The Rev. J. R. W. Thomas, M.A.; Messrs. J. W. Jarvis, C. E. Newton, B.A., C. G. Stirling, M.A., A. M. Reed, B.A.; Rev. S. Blofeld, B.A., B.Sc., and others partially employed.

There were 123 students on the books, one being abroad at Angoulême. The college continues to maintain its high place. Buildings and premises are excellent in many respects, the dignified and comfortable students' common room being particularly noticeable. The technical work of the college is marked by steady enthusiasm. Some change is needed, and will no doubt soon be made, in laboratory arrangements, which are at present complicated and inadequate.

Present at Conference.—The Right Rev. the Bishop of London; the Hon. E. Thesiger, C.B.; Sir Frances Powell, Bart., M.P.; the Rev. Canon Brownrigg; the Rev. E. B. Hilliard; D. Irvine, Esq.; the Rev. G. H. Vincent; the Rev. L. C. Walford; the Principal.

P. A. B.

CHELTENHAM.

(Church of England Training College.)

Visited in April.

There were 115 students in residence, 2 of whom were in the third year. Fifty-five were reading for various examinations of the University of London, of whom 5 were preparing for the final examination in Science.

The staff of the college remains unchanged. This is, I consider to be, on the whole, one of the best-equipped of the residential colleges for men. Its provision for science and art teaching and for manual work could hardly be better; and all the arrangements for the comfort, refinement, and general well-being of the students are of the best; their instruction is also well provided for, and the professional training, especially on its practical, illustrative side, is framed on broad and varied lines. The physical instruction is given through the agency of the local volunteer corps, to which most of the students belong, and of the gymnasium which belongs to that body. A good course in woodwork is included in the curriculum, and is much appreciated by them.

W. S. C.

CHESTER.

(Chester, Manchester, and Liverpool Diocesan Training College.)

Visited in March.

There were 104 students in residence—one of them was in the third year, 7 were reading for examinations of the London University, 5 for matriculation, and 2 for intermediate arts.

The interior of the college, especially the classrooms and dining hall, should be made brighter and more attractive in appearance by some ornamentation, of which they are now destitute. The former are badly ventilated. The

students are well-trained in the theory and practice of teaching, and delivered their lessons with satisfactory skill for the most part. The reading and recitation of the second year were generally satisfactory; but in the first year they were not as good as they should have been. It was clear that the students had taken very little pains with these important exercises. Some special expert instruction should, I think, be provided for this subject. A new laboratory and science room are in course of completion.

W. S. C.

CULHAM.

(Oxford Diocesan Training College.)

Visited in June.

There were 90 students in residence of the first and second years respectively. None were reading for University examination.

A full and capable staff is employed in teaching the students.

A new wing containing a large and comfortable recreation room and science room has been erected, and is adding to the efficient working of the college. A carpenter's shop for manual work has also been fitted up, and in it the students receive very suitable instruction from a teacher of skill and experience.

The academic subjects are well taught, while the professional training is conducted with much well-directed care and skill on wide and varied lines by the normal master. The teaching exercises were strong, incisive, and intelligent. The small practising attached to the college affords a good illustration of a well-managed school to the students. The discipline is good, and the students are well cared for.

W. S. C.

DURHAM.

(Durham and Newcastle Diocesan Training College.)

This college has reached a high degree of efficiency under the able and genial management of Dr. Walpole. The staff are loyal, able, and earnest. The tone of the men is excellent, and they show great interest in their work. Reading and recitation deserve special praise for clearness of enunciation, and intelligence of expression. "Macbeth" was acted by the students with wonderful vigour and spirit. The criticism lessons and the general supervision of the practical curriculum are well conducted by Mr. Dall.

A. R.

EXETER.

(Diocesan Training College.)

Visited in February.

There were 90 students in residence. Five of them were reading for examination of the London University. There were no students in the third year.

No changes in the staff have occurred. The students are in good discipline, and display generally satisfactory skill in teaching. They also read and recite creditably. They have the opportunity of learning something of horticulture under the Principal's direction in the college garden. I am glad to know that it is intended to open the new recreation room for use by the students in the autumn. I trust that the Committee will soon be in a position to provide proper cubicles in the dormitories in which they are needed, and to form the nucleus of a college library.

W. S. C.

HAMMERSMITH (ST. MARY'S).

(Roman Catholic Training College.)

The condition of this college is steadily improving. There are 64 students on the books, an increase of 8 on last year. Of these 16 are reading for

University degrees; last year there were only 2. The conduct and tone of the students are praiseworthy, and there are among them a number of men of ability and promise. The Maltese students are doing well; their progress in English is remarkable. As regards diet, recreation, and health, the arrangements are highly satisfactory. Further improvements have been carried out on the premises. The older part of the buildings is still in need of renovation. When this is done accommodation should be found for more bathrooms and a manual training room.

A. R.

PETERBOROUGH.

(Diocesan Training College.)

Visited in May, with Messrs. Currie, Dale, and Hodson.

Staff:—The Rev. T. Ward, M.A., Principal; Messrs. H. R. V. Ball, B.A., W. Fickling, B.A., W. Seabrook, and H. W. Allan.

This college continues to make satisfactory progress, and to turn out each year a useful body of teachers. It is certainly a pity that it is not more generously supported, for it works cheerfully and creditably in the face of real difficulties. There are fifty students in residence, and for this number the buildings and grounds are well suited. The library is liberally and wisely supplied. It is intended to build a workshop for the training of the students in manual work.

Present at Conference:—The Rev. Canon Clayton, the Rev. L. T. Jones, the Rev. W. O'F. Hughes, and J. E. S. Perkins, Esq.

P. A. B.

SAITLEY.

(Worcester Diocesan Training College.)

Visited in May, with Messrs. Rankine, Aldis, F. T. Green, and D. E. Jones.

Staff:—The Rev. F. W. Burbidge, M.A., Principal; Messrs. Landon, Combs, Hobbiss, Walton, B.A., B.Sc., Miles, Douglas, B.A., and others partially employed.

This college takes 100 students. The staffing and accommodation remain substantially as they have been for some years, and the work is done with the same steadiness as heretofore. The buildings, however, are beginning to be too much cramped for modern requirements; in particular proper provision is lacking for physical science teaching. The college turns out a useful and well-conducted body of men.

P. A. B.

WESTMINSTER.

(Wesleyan Training College.)

This is an excellent training college. It aims at producing elementary teachers thoroughly equipped for their work, and of high principle. It succeeds in this aim. The staff are governors and tutors of ability, energy, and enlightened views. The men are industrious, contented, and happy. Their practical training is of the best kind. The school journey under the direction of Mr. Cowham, and the preparation of simple and cheap models to illustrate lessons, are noticeable features. Mr. Brook, the head teacher of the practising school, is a master of his craft, and one of the finest exponents of the art of teaching in England. All the eight students sent in for the London Matriculation passed in the first division. It is to be hoped that the Committee will soon be in a position to carry out the enlargement and improvement of the premises which they are contemplating.

A. R.

WINCHESTER.

(Diocesan Training College.)

Visited in April.

There were 80 students in the first and second years. Two were reading for the London matriculation. The vice-principal has left; his successor will shortly be appointed; otherwise the staff is unchanged.

The tone and discipline of the college are excellent, and it maintains its character for general efficiency very fully.

W. S. C.

YORK.

(Diocesan Training College for Masters.)

Visited in March.

I found 76 students in residence, of whom four were preparing for the London Matriculation examination. The staff remains as it was last year, and is a very strong one. It is proposed to enlarge the college on an extensive scale, and when the scheme (which is a very liberal one) is carried out, it will place this institution in the front rank of the colleges for men, as regards accommodation and general equipment. The instruction given at present is on the plane of the university in all branches. The technical training is very thorough and sound.

W. S. C.

(2) DAY TRAINING COLLEGES FOR MEN.**BIRMINGHAM (UNIVERSITY).**

(Day Training College.)

Visited in March.

Here 50 students in training, 4 of whom were in the first year; 32 were reading for university examination, 20 for matriculation, 8 for intermediate, and 4 for the final.

Mr. Roscoe, who for several years conducted the Oxford Day Training College, continues as normal master and superintendent, and is assisted by Mr. Towle, a former student at this college.

A suitable building connecting with the university premises is being prepared for the men, in which they will be provided with suitable accommodation in the shape of lecture rooms, and a recreation room.

The department is making satisfactory progress. There was a satisfactory proportion of good lessons given, and the method and style displayed in them showed that the students had been carefully taught. The reading and recitation need development. I am glad to see that manual work is to be taught.

W. S. C.

CAMBRIDGE (UNIVERSITY).

(Day Training College.)

Visited in February, 1902, with Mr. Currey.

The special staff of this college consists of Mr. Oscar Browning, of King's College, who acts as principal, and Dr. Fletcher, also of King's College, who is master of method. The department is worked in close association with the section of the work of the Teachers' Training Syndicate, concerned with the preparation of secondary teachers. Mr. Wallis, head master of the Paradise Street School, gives valuable help; and a good deal of practical interest is shown by members of the committee. Amongst these, Mr. Sedley Taylor has done much for the musical training of the students.

Steady progress is made, and the former students of the college now at work in various parts of the country are helping to build up its reputation.

Present at Conference :—W. Durnford, Esq., Sedley Taylor, Esq., the Rev. C. A. G. Pollock, and Dr. Fletcher.

P. A. B.

LONDON (KING'S COLLEGE).

(Day Training College.)

The educational department of King's College is increasing in numbers and efficiency. Mr. Adamson continues to direct it with great ability and tried devotion to duty. The students hold their own in the general work and life of the college. French recitation owes much to Professor Spiers. The Society of Education, of which the principal is President, flourishes. At a time when the importance of nature study is so much insisted on it would seem desirable that all the students should attend the excursions to illustrate geology and physical geography arranged by Professor Seeley in connection with his classes. The library is excellent for general purposes, but a sum should be set apart annually for adding to it works specially bearing on education.

A. R.

OXFORD (UNIVERSITY).

(Day Training College.)

Visited in May, with Mr. Holmes.

The director of this department of the University's work is Mr. Maurice F. Lathey, who has succeeded Mr. Carter, of Lincoln College. The technical work is still directed by Mr. A. W. Priestley, and does credit to all concerned. Two well-designed and new Board schools are used for practice. The students manifestly get a good deal from their university association, even when they are not members of colleges. They certainly ought to have access to a not necessarily large collection of professional books.

Present at Conference :—The Rev. the Rector of Exeter ; the Censor of Unattached Students ; Mr. M. G. Lathey.

P. A. B.

(3) TRAINING COLLEGES FOR WOMEN.

BANGOR (NORTH WALES).

(Church of England Training College.)

Visited in May.

There were 79 students in residence ; two were pursuing a third year's course of training ; and two were reading for the intermediate science, and one for the matriculation examination of the London University.

The staff is unchanged, and works harmoniously and efficiently.

The health of the students seemed to be excellent, and they appeared to be thoroughly happy in their college life. Much is done to bring their studies to bear upon their future life as teachers, by constantly illustrating the connection between the academic and pedagogic sides of every subject of the curriculum. The students are thus taught to realise as far as possible that their training is mainly for the children of the country. Reading and recitation are most thoroughly and successfully taught, and deserve much commendation.

W. S. C.

(BISHOP'S STORTFORD).

St. Alban's Diocesan Training College.)

Visited in May, with Messrs. Currey and Field, and Miss Deverell.

Staff :—The Rev. A. E. Vinter, M.A., Misses Gwinn, Crook, Holman, Fildes, and Elton.

This college presented this year 82 students. The work under formal inspection was very satisfactory, the reading especially showing improvement. The college is admirably placed, with ample opportunities for fresh air and exercise, of which, however, the students do not always avail themselves as well as they might. Extended provision is needed for physical science teaching, which is in good hands. The new timetable is a great improvement on the old routine, and all the history of the college shows that progress is continuous.

P. A. B.

BRIGHTON.

(Diocesan Training College.)

Visited in June with Mr. Rooper.

Staff :—The Rev. G. Corfield, M.A., Misses E. M. Mockford, E. F. Bell, M. E. Marshall, A. Stephens, B.A.

This college attracts students from the highest places on the King's Scholarship list, but provides for 65 only. They come well prepared for instruction, which is given carefully and skilfully, but it is impossible to doubt that the college suffers from constriction in various particulars. The best use possible has been made of the available site and buildings. H.M. Inspector of the district complains that the practising school (girls') suffers from over-crowding, and the conditions under which I have seen it are not favourable to the training of teachers. The good spirit and energy of the staff could not be praised too warmly; but they lack room.

Present at Conference :—The Very Rev. the Dean of Chichester, the Rev. Canon Cooper, the Rev. Canon Masters, the Rev. Preb. Napier, the Rev. E. H. Nash, J. R. Gwatkin, Esq., E. G. P. Wyatt, Esq.

P. A. B.

BRISTOL (FISHPONDS).

(Gloucester, Bristol, and Oxford Diocesan Training College.)

Visited in April.

There were 77 students, 5 of whom were reading for the London Matriculation. There were no third year students.

The staff is unchanged, and works with energy and interest.

The college continues to maintain its upward course, and is, I am happy to see, beginning to attract to itself students better prepared to undergo training. The teaching displays increased strength this year in the direction of resource, sympathy, and impressiveness. The reading and recitation are as creditable, and there is a higher tone of intelligence generally among the students.

W. S. C.

CHELTENHAM.

(Church of England Training College.)

Visited in April.

There were in residence 120 students of the first and second years only; 43 were reading for university examinations.

The staff is unchanged, and is sufficient and strong enough for the duties it has to discharge.

The additions and improvements to the premises place the college in the foremost rank of the residential colleges for women. The accommodation has been doubled, and besides the ordinary rooms, an excellent art room, and a large and beautiful recreation room, with a good room for criticism lessons, have been added. A spacious piece of ground has been acquired for games. Nearly all that is now wanting is a good practising school. The students are well cared for, and are happy and well conducted. Their reading and recitation were well done, and most of the lessons heard were good specimens of teaching.

W. S. C.

CHELTENHAM (LADIES' COLLEGE).

Visited in April.

There were 13 students, 3 of whom were in the third year.

The numbers are, I think, wisely restricted to insure the admission of candidates able to enter upon the course of training with full benefit to themselves. The students are very thoroughly instructed in the technical branches of the teaching profession. They gave very creditable lessons, and read and recited with good elocution and cultivated expression and taste. The academical subjects of their course they learn with the general body of the students from the able members of the college staff.

I am glad to learn that it is proposed to build a good practising school, which is greatly needed.

W. S. C.

CHICHESTER.

(Bishop Otter's Memorial Church of England Training College.)

Visited in June with Mr. Burrows.

Staff :—The Rev. E. Hammonds, M.A., principal; Misses Beatty, Boaler, Westaway, Joel, Dean.

During the last few years this college has been almost transformed. It is now one of the most beautiful and complete in the country, every provision being made for the comfortable housing and effective instruction of 80 students. The work is faithfully and cheerfully done, and the home-like air and good tone of the place are noteworthy. The chapel is now being enlarged and will add much to the comeliness of the fine block of buildings. The provision for the practice of students, though the best perhaps that circumstances allow, leaves a good deal to be desired. There is a systematic migration to Portsmouth during the academical year for the purpose of fulfilling the requirements of the syllabus. The affairs of the college are in the hands of an active and interested committee.

Present at Conference :—Sir Evan C. Nepean, C.B.; the Very Rev. the Dean of Chichester, the Rev. Canon Daniel, the Rev. Canon Masters, the Rev. F. W. Shaw, J. W. Turing, Esq., J. A. Penfold Wyatt, Esq., Mrs. Douglas Henty, the Hon. Albertine Grosvenor, Miss Durnford.

P. A. B.

DARLINGTON.

(British and Foreign School Society's Training College.)

The tone and spirit of this college are excellent. The students are thoroughly well prepared for the life work before them. Their studies are no light task, but comfort and recreation are well attended to, and all seem bright and cheerful. Everything is done to make them good, sound, practical teachers. The staff is strong both in numbers and ability. All subjects are well taught. Reading and recitation showed taste and refinement. The domestic arrangements are thoroughly satisfactory. Outdoor games, hockey and tennis, are well kept up. Excursions to places of interest are organised, and the natural history and literary societies are still flourishing and vigorous.

A. R.

DERBY.

(Lichfield Diocesan Training College.)

This college continues to advance. The improvements in the premises have contributed to comfort and efficiency. The tone of the students is excellent and their progress in their studies highly satisfactory, particularly when the low level of attainment at entrance is taken into account.

The efforts of the principal to give life and force to the practical work have been productive of much good. The staff are able and earnest, and loyally co-operate in the work of the college. The domestic arrangements are very satisfactory. Recreation and physical exercises receive the attention which they deserve.

A. R.

DURHAM.

(Durham and Newcastle Diocesan Training College.)

Visited in April, 1902, with Messrs. Turnbull, Joad, Ward, and Gordon.)

Staff :—The Rev. J. Haworth, M.A., principal ; Misses Skinner, Thomas, Fish, Buck, B.A., E. Hindmarch, W. Hindmarch, B.Litt., Gibson, B.Litt.

The progress of this college is steady and persistent ; every year shows that wherever improvements can be made, the staff and committee are ready to do what they can. At this inspection the most notable novelty was the provision made for physical training, in the shape of hockey, swimming and a liberal supply of lawn tennis grounds ; no college in the country is better off in this respect. The actual fabric has grown in size and beauty. The lecture-room work is, if anything, too heavy ; and it is to be hoped that the staff will be bold enough to abandon some of it in favour of a lighter time-table. The bearing of the 103 students is admirable.

Present at Conference :—The Very Rev. the Dean of Durham ; The Ven. the Archdeacon of Northumberland ; The Rev. Canon Tristram ; The Rev. Canon Falconer ; Dr. Hill-Drury ; and the principal.

P. A. B.

EDGE HILL.

(Udenominational Training College.)

This college continues to be in an excellent state of efficiency. The staff are loyal, able and earnest. The tone, bearing and behaviour of the students show how much they profit by the influences amidst which they live. The arrangements for practice are systematic, intelligent and adequate. The lessons given in school showed careful preparation and intelligent grasp of the subject. The visits of observation to special schools, the model and criticism lessons, the lectures on nature study, the excursions and the other methods which are taken to make the training varied and extensive, deserve the highest praise.

A. R.

GRAY'S INN ROAD.

(Home and Colonial School Society's Church of England Training College.)

This college continues to flourish under the able management of Mr. Thomas. Notwithstanding the inadequacy of the premises admirable work is being done. The tone of the students is excellent. They are very diligent and attentive to their studies, and highly successful in their examinations. The domestic arrangements are excellent. It is satisfactory to know that the college will soon be housed in a manner worthy of itself.

A. R.

HOMERTON (NEW).

(Udenominational Training College.)

Visited in June.

There were 149 students in residence ; 29 were reading for examinations of the London University, 23 for Matriculation, and 6 for Intermediate Arts.

The college is worked with unabated energy. The professional note of the instruction is much to be commended for its intelligent aims.

The new practising schools afford an excellent field in which to illustrate in the concrete the principles taught.

I am glad to see that their nature study is carried on largely by means of field work.

W. S. C.

KENNINGTON.

(St. Gabriel's Training College.)

Visited in May.

I found 90 residential students and 40 day students. There was one student in the third year in the college, another was in France as *Repetitrice* in a French training college.

Eleven students were preparing for examinations of the London University.

Those of the day students who do not reside at home live in a well-appointed hostel under the direction of the principal.

I am gratified to be able to report that I found a thorough efficiency in all departments of this college. Its staff, its equipment, its aims, its methods, are of the highest, and it is beginning already to send out highly qualified teachers into the elementary school.

No subject of the outline ordinary curriculum is omitted from the course here, and I would specially note the instruction in woodwork, in which the students found a pleasant recreation. A capable mistress is employed to train the students for infant schools in kindergarten methods, in which nature study takes a prominent place. The Dale system of teaching reading is being followed with good success. The lessons given, with the reading and recitations, were excellent.

W. S. C.

LINCOLN.

(Diocesan Training College.)

Visited in June.

I found 104 students in residence, of these 41 were day students. There were no students of the third year, nor were any reading for University examinations.

Miss Martin, of the Ripon Training College, has been appointed on the staff, which otherwise remains unchanged.

Each member of it labours assiduously for the good of the college.

It has been considerably enlarged and improved, and in size and general equipment takes a high place among the residential colleges for women. All that has been done has been well done, and the students possess a home at once comfortable and refined, with surroundings calculated to enlarge their mind and cultivate their taste. A large addition has been also made to the grounds in which there is ample space for games and out-door recreation generally. The discipline is excellent, and the girls are very carefully looked after and taught. I am gratified to note the extent and variety of the provision made for the practical training of the students.

W. S. C.

LIVERPOOL.

(Roman Catholic Training College.)

Visited in May.

There were 120 students in residence. None was in the third year; 6 were reading for University examinations.

The staff remains unchanged, and is strong numerically and in efficiency.

Large and important additions are in course of completion by which the accommodation will be increased, and the college will gain the advantage of new class-rooms, an excellent art room, a good laboratory, and a room specially arranged for criticism and model lessons. A further addition to follow soon after the completion of the work now in hand will provide a spacious recreation room and a block of new dormitories. The college maintains its high standard of efficiency in every respect, and is doing a great work for public education.

W. S. C.

*Training Colleges.***NORWICH AND ELY.**

(Diocesan Training College.)

Visited in June.

There were 60 students, of whom 5 were day students. There were no third year students. Two were reading for the London Matriculation examination. No change has occurred in the staff.

The college is doing well. It is in excellent order. The girls are well cared for and taught, and do creditably in their practical work.

W. S. C.

OXFORD.

(Diocesan Training College.)

Visited in June.

There were 29 students, 3 of whom were day students. The staff is unchanged.

The teaching is this year remarkably good, and the reading and recitation have never been better. The college, in spite of the great difficulties which beset it, is doing valuable work.

W. S. C.

RIPON.

(Diocesan Training College.)

Visited in May.

There has been no change in the staff.

There were 103 students in residence. There were no students in the third year, nor any reading for University examinations.

The college is conducted on wise principles, with vigour and growing success. The instruction is varied and bright, and is throughout connected with the future life of the students as teachers closely. The field work in the elementary science course is a feature of the college.

W. S. C.

SAFFRON WALDEN.

(British and Foreign School Society's Training College.)

Visited in June.

There were 62 students in residence. Two of them were of the third year and were pursuing their studies in French training colleges. Four first-year students were reading for the London Matriculation.

The only change in the staff to be recorded is the resignation of Miss Reid, who for several years conducted with much success that branch of the training dealing specially with kindergarten principles and practice, and the appointment of Miss Brown-Smith to undertake the same duties.

The college now possesses a well-equipped practising school under its own control, and only a few yards distant from it, in which the practical training of the students can be, and is, carried on with greater freedom and benefit than was formerly possible. I am glad to report that the sanitary condition of the college has been rendered secure by the modification of the ventilation pipes.

The students are in excellent health and discipline, and are very carefully and well trained. Drill should be given greater prominence in the curriculum, and the first year students should share in its instruction.

W. S. C.

SALISBURY.

(Diocesan Training College.)

Visited in May.

There were 96 students in residence. All were following the ordinary college curriculum, and there were no third-year students.

There were no changes in the staff.

The discipline and tone of the college are excellent. The practical teaching of the students is the most striking feature of their work. It is marked by strength, sympathy and abundance of well-considered and skilfully-used illustration. The reading and recitation are also very good. Nature study is conducted on sound lines, and is taught in an eminently practical and interesting manner. I should be glad to see rather more tone given to physical instruction.

W. S. C.

SOUTHLANDS (BATTERSEA).

(Wesleyan Training College.)

This is a most successful college. The tone and demeanour of the students are all that can be desired. The staff is able and devoted. The influence of the principal pervades the general life and work. The criticism lessons, and other pedagogic exercises, are well thought out. A sufficient variety of practical work is obtained in the schools attached to the college, in neighbouring Board schools, and by means of visits to schools of special interest, such as those for the blind and the defective. The domestic arrangements are excellent. Opportunities of exercise and recreation are ample, and there is a tasteful and comfortable common room for the students.

A. R.

STOCKWELL.

(British and Foreign School Society's Training College.)

Visited in February.

There were 140 residential and 16 day students; 6 were in the third year, of whom 3 were spending that year in France; 39 were reading for various University examinations.

Besides the above there were a French and an Egyptian student.

The large and efficient staff remains without any change.

The condition of this very important college remains in every respect satisfactory. Everything is done to promote the welfare of the students and to send them out as fully equipped as possible for their work as teachers.

The pedagogic instruction is specially commendable for the care with which practice is connected with principle; and for the variety and breadth of the training.

The close relations which exist between the college and its excellent practising school are productive of much good to the students.

I am glad to know that a field has been secured at a distance in which on fixed days they are able to play games and take exercise.

W. S. C.

SWANSEA.

(British and Foreign School Society's Training College.)

This college maintains its high character for thorough and intelligent work. Inadequate premises hamper its activity, but all is done that skilful management and increasing care can do to overcome external difficulties. The students are bright, cheerful and industrious. A useful body of practical teachers are being prepared for their profession in life. The attention paid to manual work deserves special mention. The domestic arrangements are thoroughly well attended to, and the best is made of the accommodation.

It is satisfactory to know that the first steps have been taken to obtain a better site and provide more suitable accommodation. It is to be hoped that the Council will soon be in a position to carry out their plans.

A. R.

TOTTENHAM (ST. KATHARINES.)

(Christian Knowledge and National Society's Training College.)

Visited in February, 1902, with Messrs. Danby, Field, and Marvin, and Miss Deverell.

Staff.:—The Rev. E. Hobson, M.A., principal; the Rev. H. d'Albertanson, M.A., vice-principal; Misses E. Pallot, C. M. Austin, B. V. Sills, A. M. Barnes, M. Brady, A. Dovey, B.A.

One hundred and four students were on the books at the time of inspection, all in the first or second year. The college is well cared for and excellently administered, and turns out very useful teachers. Besides its own reorganised practising schools, it has access, by courtesy of the Tottenham School Board, to some admirable schools in the vicinity.

Met in conference.:—The Right Rev. the Lord Bishop of Islington; W. H. Clay, Esq.; J. R. Anning, Esq.; the Rev. Canon Brooke; Sir Charles Elliott, K.C.S.I.; the Rev. Preb. Hodson; W. Howard, Esq.; the Rev. Canon Jones; the Rev. H. A. Redpath; the Rev. W. O. B. Allen; and the principal.

P. A. S.

TRURO.

(Diocesan Training College.)

Visited in February.

There are now 59 students in residence; 7 of these were admitted under Art. 115 (b). There are no third year students, nor any reading for Degree examinations.

A new wing has been added to the college, in which 20 more students are accommodated, and other improvements have been effected.

The students are happy in their life, and are well cared for. Much of the teaching was good, as were also the reading and recitation.

W. S. C.

WANDSWORTH.

(Roman Catholic Training College.)

Visited in February.

There were 82 students distributed equally in the first and second year.

The staff is unchanged, and contains some ladies of considerable attainments and cultivation.

The college has increased in numbers and efficiency. The technical instruction has considerably improved, and the training in its professional aspects has been widened and strengthened. I am glad to know that a suitable recreation-room will be provided for the exclusive use of the students.

W. S. C.

WARRINGTON.

(Chester, Manchester, and Liverpool Diocesan Training College.)

Visited in March.

There were 123 residential and 1 day student. No one was reading for University examinations, nor were there any students of the third year.

No change has occurred in the staff. The college is admirably conducted, and in the freest spirit. The students are in admirable order and enjoy their college life and studies. The reading and recitation (including the French exercise) deserve much praise.

W. S. C.

WHITELANDS.

(National Society's Training College.)

Visited in April and May, 1902, by Mr. Rankine and myself, with Messrs. Graves, Marvin, Stevelly, Davidson, Miss Deverell, and Miss Munday.

Staff :—The Rev. J. P. Faunthorpe, M.A., principal; Misses Stanley, Birch, Smith, B.A., Ivatt, B.A., Custance, Clark, Siggers, Fordham, Boys, Steel, Davis.

There are 183 students under training in this over-grown college, 19 only being non-resident. The organisation is a marvel of packing, and every inch of available room is used profitably. The teaching presents the usual features of careful and industrious preparation for examination, and all domestic arrangements are well devised.

P. A. B.

(4) DAY TRAINING COLLEGES FOR WOMEN.**BIRMINGHAM (UNIVERSITY).**

(Day Training College.)

Visited in March.

There were 93 students, of whom 4 were in the third year, and 37 reading for University examinations; 34 for those of the Birmingham University, and 3 for those of London, 8 students in all were preparing for the final examination in Arts and Science.

The staff employed exclusively in this department is unchanged, and is strong in attainments and efficiency.

The new University has wisely made education a part of the Degree course, thus relieving strain, and insuring to the treatment of this subject more time and greater breadth and fulness.

The teaching, reading and recitation are of high quality, and with the refined tone pervading the institution, reflect great credit on its head and her staff.

It is contemplated to enlarge the building considerably. In the additions to be made it would be well to allow space for a special library and an educational museum, which are needed and would be found to be a gain to the equipment of the college.

W. S. C.

BRISTOL (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in April.

There were 77 students, 3 of them being in the third year.

Excellent work is being done. The professional training of the students in theory and practice is very methodically and carefully conducted. Their work in the practising schools is personally supervised by the staff, thereby gaining in strength and finish. The reading and recitation are decidedly good.

W. S. C.

EXETER.

(Royal Albert Memorial College.)

(Day Training College.)

Visited in February.

Besides the staff of teachers of University distinction, who instruct the students in all the academic subjects of the curriculum, a lady, also a graduate and trained in the Cambridge Training Secondary College, has been appointed as normal mistress to conduct the professional studies and practice of the students.

They are taught with the general body of the students in the class rooms of the Albert College, but they will be provided later on with special accommodation in a separate building.

There is a comfortable hostel in which those students who do not reside with their parents are lodged. I have inspected it, and found it suitable in all respects. It will tend to foster a healthy *esprit de corps* among them, and will help in the formation of character.

The Exeter School Board has placed good schools at the disposal of the college, for purposes of practice.

The Committee would do well to provide an educational library and museum.

I am happy to report that they are possessed with the right view of the objects and aims of training colleges, and are working on generous lines in their management.

W. S. C.

(5) DAY TRAINING COLLEGES (MEN AND WOMEN).

ABERYSTWTH UNIVERSITY COLLEGE.

(Day Training College.)

Visited in April, with Messrs. Darlington and Bancroft.

There were in residence at the University, as members of the Day Training College, 60 men and 52 women. Practically all were reading for one or other stage of the degree, from the Matriculation to the final examinations. They are an important part of the college, and share more fully in the common life than is the case in some other similar day training colleges. The direction of the work is in the hands of Professor Watson, who is most capably assisted by Mr. D. R. Harris, in the professional work. Miss Tremain is charged with special duties in relation to the women. A very good class of student, not including Welsh, is attracted to the Aberystwith College, which keeps its place and works well.

Present at Conference with my colleagues and myself :—Evan Evans, Esq.; W. H. Colby, Esq.; H. C. Fryer, Esq.; the Rev. T. Levi; Prof. Marshall; J. D. Perrott, Esq.; D. C. Roberts, Esq.; Principal Roberts; the Registrar.

P. A. B.

BANGOR.

(University College of North Wales.)

(Day Training College.)

Visited in May.

There were 100 students; 51 of these were men, and 49 women. Of the total number only 3 men were taking a third year's course of training.

Sixty-nine were reading for University examination, 28 for Matriculation, 26 for the first year of the degree course, 11 for the second, and 4 for the final course.

The work of training them in the principles and practice of their future profession is done with much thoughtful care; and the aim of interesting and exercising them in its practical aspects is steadily and prominently kept in view. I was gratified with the character of the teaching as a whole. The facility of illustration displayed increased resource and skill. Reading is still the weak subject amongst the men. But it presents peculiar difficulties here, since English is to most of them a foreign language.

A school conducted on kindergarten principles has been opened, and is used by the students for practice with much profit.

W. S. C.

CARDIFF.

(University College of South Wales and Monmouthshire.)

(Day Training College.)

Visited in March, 1902, with Messrs. Legard, Edwards, Elliott, Hughes, and Irvine.

This college trains both men and women, the men being under the special charge of Mr. T. Raymont, and the women of Mrs. Mackenzie. The men

are provided with special housing at the Art School in Dumfries Place, and the women's headquarters are at the house in St. Andrew's Crescent, which contains also the small kindergarten which is so valuable a means of demonstration. A fine site has been assigned for University College in Cathays Park, and no doubt the normal departments will be provided for there as soon as possible. Mr. Rayment is assisted by Mr. W. Phillips, and Mrs. Mackenzie by Miss E. H. Healey and Miss G. Thomas. In both departments steady work is done and with most satisfactory results.

I met in Conference:—H. Riches, Esq.; Principal Griffiths, Professor Burrows; H. Thomas, Esq.; H. M. Thompson, Esq.; Rees Lloyd, Esq.; and the Rev. W. E. Winks.

P. A. B.

LEEDS (YORKSHIRE COLLEGE).

(Day Training College.)

The educational department continues to be highly successful. The technical exercises and the scientific instruction in the theory and practice of education are conducted with great skill and ability by Professor Welton and his loyal and capable staff. The students have distinguished themselves in the general work of the college, and the principal and professors are satisfied with their behaviour and attention to duty.

A. R.

LIVERPOOL (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in March.

There were 55 men and 12 women in training. All were reading for the examinations of the Victoria University.

A woman's department has been formed, and under the Principal; a lady graduate, trained at the Cambridge Training College for secondary teachers, has been appointed to superintend it. She has had experience of similar work in the Bangor Day Training College. I have every confidence then in feeling that she will do good work here. Mr. Bailey, the master of a large and important Board School, acts very efficiently as assistant master of method, and it is proposed to appoint an officer to fill that post exclusively.

The students are trained on sound and elastic lines, and will prove in the future valuable teachers.

W. S. C.

MANCHESTER (OWENS COLLEGE).

(Day Training College.)

Visited in February.

There were 72 men and 62 women in training, all of whom were taking University examination.

The technical work of the men is strong, and its development on the practical side, as tested by the lessons given at the annual inspection, is remarkable. They were, especially in the third year, characterised by much judgment and breadth of treatment, and by considerable power of illustration. I was particularly gratified to notice a higher degree of sympathy and refinement in the general bearing of the men in dealing with children. The reading and recitation (including the French exercise) also showed much improvement.

I regard the training in the women's department as some of the best in our colleges for primary teachers, and a small school has been started under the auspices of Owens College in which it is hoped that the principles of education inculcated in the lecture-room will find their realisation in practice.

W. S. C.

NEWCASTLE-UPON-TYNE (DURHAM COLLEGE OF SCIENCE).

(Day Training College).

Professor Wright's department is in the highest state of efficiency. The students are thoroughly instructed in the science of education and its logical psychological and ethical bases, while their practical training drives home and fixes the principles thus acquired. The University authorities take a real interest in the welfare of the students. The unremitting care shown by Sir G. H. Philipson for the health of the students, and his services given freely without honorarium deserve the special thanks of the Board of Education. Miss Chadderton is a most loyal and devoted assistant in the general work, and a highly competent mistress of method. Mr. Foster, a distinguished student whose reports on French education written during his year of residence abroad showed acute observation and sound judgment, has been added to the permanent staff, and gives good promise of success. Mr. Cousins and Mr. Whittaker, who are partially employed, do their work very well.

A. R.

NOTTINGHAM UNIVERSITY COLLEGE.

(Day Training College.)

Visited in March, 1902, with Messrs. Fitzmaurice, Morgan Owen, Joad, Dale and Murray.

This college trains 81 women and 47 men. As a department of the University College, it is a special object of solicitude to the town, and is well cared for. It has made very steady progress, and in some respects its achievements are notable. The head of the special staff is Mr. A. Henderson, who is assisted by Messrs. E. A. Smith and W. H. Newton, for the men, and by Miss A. F. Bird, Miss C. Reintges, and Miss E. M. Becket for the women. The School Board places some admirable schools at the disposal of the department, and there is much cordial co-operation on the part of the Head Teachers.

Met in Conference :—Councillors A. Page, J. H. Green, F. J. Bradley, T. Palmer, Cook, and Cleaver ; H. E. Hubbert, Esq., W. B. Ransome, Esq., the Principal, the Assistant Solicitor, and the Secretary.

P. A. B.

READING (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in May, with Messrs. Tremmenheere and Cherrill, and Miss Deverell.

This is a well cared for department of the very vigorous University College of Reading. It provides for 85 students in all, the women living mostly in one of the excellent hostels (St. Andrew's and St. George's) attached to the college. All parts of the work show life and general interest, and although there is a "tail" of King's Scholars badly prepared for college work, the results are very encouraging. The vice-president of Reading College acts as general director of the studies, and the technical work is in the competent hands of Mr. J. H. Gettings, B.A., with assistance from Miss Bolam.

Present at Conference :—Owen Ridley, Esq. ; W. Ravenscroft, Esq. ; H. J. Mackinder, Esq. ; W. M. Childs, Esq. ; and the Registrar.

P. A. B.

SHEFFIELD UNIVERSITY COLLEGE.

(Day Training College.)

Mrs. Henry continues to preside over the department with conspicuous ability. The training of the students is thorough. Especial care and forethought are shown in arranging the work of those who enter the college with limited practical experience. The diaries kept by the students show accurate observation of facts, careful comparison of methods, and clear apprehension of principles. Criticism and model lessons have been regularly given, and the weekly discussions on educational topics have been found interesting as

well as helpful in producing precision of thought and readiness of expression. The kindness of the Sheffield Board in placing several of their best schools at the disposal of the college, and the interest taken by the Head Teachers in the work of the students who visit their schools, deserve special recognition.

A. R.

SOUTHAMPTON (HARTLEY COLLEGE).

(Day Training College.)

Visited in June, 1902, with Mr. Rooper.

This is a department of the Hartley College, and suffers like the other departments from lack of funds and elbow-room. Much of the academic work is in good hands, and the technical exercises are directed by Mr. C. R. Chapple, B.A., Professor of Education. Some excellent schools are placed at the disposal of the college by the Southampton School Board. It will be necessary to remember that the degree work of students is not to take precedence of the training for which their presence at the college is specially designed. The women's hostel is an excellent institution.

Present at Conference :—E. Gayton, Esq. ; T. W. Trend, Esq. ; T. Easton, Esq. ; and the Principal.

P. A. B.

UPPER NORWOOD (SMITH'S).

(A College for training blind teachers, being a department of the Royal Norwood College.)

Visited in April, 1902.

The director of the School and Training College is Dr. Campbell, who is assisted by Mrs. Campbell. The special staff who have most to do with the students remain, as before, Miss Bell, Miss Garaway, and Miss Nevins. The house and grounds are in every way excellent, and the equipment is as complete as skill and forethought can make it. The professional training deserves the warmest commendation, and the general work of teaching and administration is all that it should be.

P. A. B.

The course of instruction seemed, however, too ambitious; it would not have been unsuitable for a class of young gardeners already intimate with the routine of cultivation, it was less suited to pupils who could not check each step by reference to their own experience. I should counsel a simpler programme, treated in a less abstract fashion and with a more liberal illustration by examples from practice.

The notes on the visits to the nursery gardens were not satisfactory; they consisted mainly of bare entries such as "saw fruit trees planted to replace those which had been sold." The student ought to have shown some appreciation of the state of the land at the time, the nature and age of the tree, the kind of stock, the character of the roots, the treatment given, etc., etc.

The work demanded by the course, both in class and out of doors, had evidently been heavy; indeed, I was informed that the class had dwindled from fourteen to eight.

In the kindred work upon plant life in the general elementary science more should be done in training the students to carry out for themselves the scientific experiments illustrating the physiology of the plant. The subject need not be carried far, but should familiarise the pupil with the main facts of a plant's life, and particularly with the experimental method of studying it. This could be followed by a simpler and less formal gardening class in the second year, and the garden itself would become more interesting if it were used to grow material for the lessons, such as various bulbs for examination from time to time, stocks for budding and grafting, hard and soft wooded cuttings, etc. The students do not want technical training as gardeners, they want to know how our common plants grow and how they are managed so as to suit their habit of growth.

I am afraid that in several respects this experiment in teaching gardening has not been wholly satisfactory either to the staff or to the pupils; there has been much uninviting work and no great body of results. But the drudgery of the first start is now over. With a less ambitious programme, with the outdoor work treated less as a set subject than as a recreation for odd times, and with more experimental work on the life of the plant in the first year's science course, the subject may yet find a fruitful place in the Training College curriculum.

PETERBOROUGH.

I visited the Training College at Peterborough on June 16th. I examined the note-books kept by the students both for the gardening course and for the lessons on plant life in the general elementary science course.

As regards the latter there were records of a good many of the simple experiments in plant physiology, several of them being of a quantitative nature, involving the keeping of a continuous record. This section of the work might be increased, and each student trained in carrying out the experiments for himself to a successful conclusion. There was evidence that some of the experiments had been left incomplete, nor was the student always clear about the bearing and object of the experiment. The quantitative experiments might also be recorded on the squared paper which was used for physical and sundry other experiments in the same note-books. This side of the work would be improved by more experimenting on the part of the students and less lecture instruction.

The gardening had evidently been taken up with zeal, the various borders about the College grounds were in the charge of the students, a greenhouse has been erected and was well filled with seedlings and young plants, also a small plot of land at the side of the College had been dug up for a kitchen garden. The results were very satisfactory, for though things were still somewhat in the rough, the ground was clean and a varied selection of plants were being grown. In another season the work will be much easier, and the effect will be seen of a good deal of uninviting labour given this year.

The College possesses a delightful old walled garden, running down to the river. It is not large, and does not admit of instruction in practical gardening in the ordinary way, but the flower borders, the trees, the proximity of the river and the meadows, make it a great haunt of birds, and provide plenty of material for observation of natural objects. A certain number of "pets" are kept—doves, lizards, etc., in the garden, colonies of ants in glass boxes within doors. Besides the short walks, excursions are made for natural history purposes; for instance, a visit to the New Forest was being arranged for the following week.

By way of ascertaining more fully the character of the instruction, I had the class out into the garden and, asked various students to sketch in outline the kind of lesson they would give on some of the flowers, etc., we found in walking round the garden.

Much care and attention has evidently been given to the natural history work, and there is plenty of evidence that the pupils are learning to observe and to become fond of the living things of the country. At the same time I am doubtful if sufficient educational value attaches to formal teaching in this subject; inevitably it becomes discursive and lacks system, because of the vastness of the field to be covered; it is apt, too, to degenerate into dictated notes about things not seen. The whole essence of the subject depends upon each pupil being an active participator in the work, and not a passive recipient of information, which in the nature of things cannot be always correct. I should therefore recommend that the natural history teaching become less formal, should occupy a smaller part of the time-table, and that the efforts of the teacher be confined more to instilling the proper spirit in which the work is to be approached, and to securing real and personal observation, rather than to endeavouring to impart a complete body of knowledge.

The experimental work dealing with the growth of the plant should be thrown more on the class and less on the teacher, until each student can carry out successfully the simple experiments connected with the growth of seeds, transpiration, assimilation, etc., which demonstrate the main functions of the different parts of the plant. This work should also be made as quantitative as possible, by introducing weighing and measuring, the observations being recorded and plotted on squared paper. A little more use might be made of the garden by giving each student a small part of the border to take charge of, and by growing a few more plants which provide material for regular observation, or serve as illustrations for the class work.

On the whole a very good beginning has been made at this College, the work is earnest and enthusiastic, the errors come from inexperience and a too ambitious programme.

.. CHESTER.

I visited the Chester Training College on the 6th of June. The "Nature Study" and gardening work was explained to me by the Vice-Principal, in whose charge it has been placed.

The class taking the special course in rural science had made a garden out of a piece of waste land, which had been broken up and brought into cultivation for the ordinary vegetable crops. This had evidently demanded a very considerable amount of labour, the land was clean and neatly kept, the crops well grown. Four fruit trees and a small breadth of gooseberry bushes had been planted and carefully tended. A neglected border running round the recreation ground had been taken in hand by the students, portions being allotted to a certain number of students. At starting, this must have been a somewhat uninviting task, another year the work will be easier and more fruitful. I regard the handing over of this border to students as a very good step, likely to secure their interest and personal attention. Weekly visits are also paid to a large nursery garden in the neighbourhood, where a varied series of gardening operations can be followed. I examined the note-books of the gardening class, they were carefully and neatly kept.

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GENERAL REPORT on SCHOOLS for the BLIND AND DEAF, for the
years 1901 and 1902, by T. KING, ESQ., *His Majesty's*
Senior Chief Inspector of Schools.

MY LORD,

In former reports it has been possible to contemplate with modest satisfaction the progress that had been made with the education of the blind or deaf, and to anticipate with some confidence continued improvement in the future. Though buildings and apparatus might be inconvenient, and methods of instruction imperfect, there was a general and sustained effort to effect improvement in both.

For the deaf, indeed, there is no relaxation in this beneficial Schools for work. There is hardly an institution which each year does not the Deaf. show some addition or improvement. Though often hampered by insufficient support or by the malevolent opposition of self-styled friends of the deaf, who stigmatise their efforts as futile and their methods as mischievous, the teachers of these institutions persevere cheerfully and patiently. Their remuneration may be inadequate, but the children do not suffer, for their comfort and sustenance provision is always made. The progress of the scholars may be hard to discern, but the teachers are not disheartened; each day's work is done manfully, though with little encouragement except the satisfaction that arises from the conscientious discharge of duty. The result of their labour may not be so evident to them, but those who visit these institutions at longer intervals can notice continued advance.

It is satisfactory to know that the managers and teachers of these institutions have confidence in their methods. The unanimity with which a large and representative body of teachers of the deaf collected at a meeting in London in 1902 affirmed their conviction that the methods of teaching generally adopted were right in the main, and ought to be continued, was very striking.

As far as instruction given in institutions is concerned there is every reason for satisfaction and hope. But besides the institutions there are day schools, several in London and a few in other places. These cannot be expected to accomplish as much as the institutions, and they do not. The children are under instruction for but a few hours in the day, and there is seldom any possibility of prosecuting at home the practice inculcated in school.

The schools are too small to provide a proper gradation of instruction, and the teachers cannot provide the multiplicity of method which the presence in the same class of even a small number of children at various stages of proficiency renders necessary. Indeed there are many centres, especially in the country, where it is impossible to discover that any real good has been done. It is the inefficiency of such schools, the helpless state in which many of the scholars leave them, that give occasion for the adverse comments on existing methods that are freely made in certain quarters.

Most of the day classes are found in London, and of these the larger centres are doing fair work. But in order to make the education of the deaf more effective, the School Board have recently established a boarding institution at Anerley, where the older boys are collected, and where, in addition to the regular and systematic instruction and practice in the use of language, manual training of an industrial kind is given, so that the young people may be better prepared to learn the handicraft by which they may earn their livelihood.

The scholars who leave the institutions after completing the full period of training are, almost without exception, able to acquire readily the practice of some handicraft or other means of obtaining an honourable livelihood, and they can use their speech to make their wants known to others. Some who possess special aptitude can converse enough to enjoy the pleasure of ordinary society, but many drift into little colonies of their fellows.

For practical purposes they do make great use of their power of speech to meet the exigencies of their daily life. A young costermonger at Birmingham conducts his father's commerce, and a customer who can wrong this deaf youth in a bargain must be clever. A boy still attending a day class in another large town cries "Seven o'clock *Echo!*" at four in the afternoon as shrilly as any of his competitors in deception, and finds this nefarious traffic quite as profitable.

In London many young persons attend the evening continuation classes maintained by the Board, and it is encouraging to note their anxiety and determination to improve their facility of speech. Very few of them are able to gain benefit from attendance at classes for ordinary scholars, but we may hope that improved methods and a longer course of instruction may, in the course of time, enable some of them to enjoy the society of their fellow-creatures.

Schools for
the Blind.

The education of the blind has not advanced during the past two years, and the prospect at present is not hopeful. Three institutions have dismissed all the children who had been under instruction, and the manager of another large institution proposes to follow this disastrous example. No other word describes the mischief that ensues when numbers of children, who had been forming habits of self-reliance and self-respect, who were acquiring elementary knowledge and gaining some manual dexterity, were dismissed to their homes, and in many cases, it is to be

cured, relapsed into the miserable condition from which they had been rescued. Some few found places in other institutions, but the fate of the majority is unknown. The institutions that have closed their schools profess to regard the school as an excrescence which disturbs the proper work of the institution—the education and maintenance of the adult blind—and ought not to be aided by the funds of the institution. But surely the large sums that have been given for the help of the blind were given for the benefit of the blind in general, not for the adults only. And even for the adults, what greater benefit could have been provided than the cultivation of the habits of self-reliance and industry from their early years? The untrained, neglected child is not likely to profit by the best instruction in subsequent years, because the time for forming permanent habits of self-reliance and industry has been lost.

It is, indeed, contended that the education of the young is the duty of the various educational authorities, by whom schools ought to be established. But these authorities cannot establish schools for the very small number of blind children who may happen to be found in the districts for which they are responsible. They have contributed whatever charge was made at these institutions for the maintenance and education of the children, and they could not have adopted a better course. In London, and a few large towns, small day schools have been established, but these afford a very poor substitute for the complete education that is possible in good institutions. The elements of knowledge may be taught, but it is the whole mode of life that needs cultivation, and often reformation, and the mere acquisition of knowledge is not worth consideration in comparison with the formation of good habits.

It is to be hoped that the managers of the institution at Clifton may reconsider their proposal to close their school; they surely would not willingly increase the gratuitous misery caused by similar proceedings elsewhere.

There is happily a more cheering side to the picture. In the Midlands and the North, as at Birmingham, York, Sheffield, Liverpool, and Newcastle admirable work is done; and in the South, in smaller institutions at Brighton, Southsea, Exeter, Plymouth, every care is taken for the benefit of the children. The East London Home in Hackney and the Welsh Institution at Swansea have made great efforts to overcome difficulties that might have discouraged less vigorous and thoughtful managers. In these last cases it seems unfortunate that the use of all the accommodation should for the present have been prevented by regulations that ought not to include schools and institutions of this kind.

There is no difference of opinion as to the scope of the elementary instruction that should be given to the blind. Facility in reading and writing the Braille type is of the first importance, and some readiness in simple operations of arithmetic, both mental and written, must first be acquired, and then the children can gain information for themselves. By judiciously training

the senses of touch and hearing some knowledge of external objects can also be placed within their reach. A considerable portion of the school hours must be spent in appropriate manual work. The object of the manual training is twofold; it should aim at enabling the blind first to gain some knowledge of the form and properties of external objects, and secondly, as the children grow older, to practise exercises which will prepare them to enter workshops in due course. In the institutions opportunities for learning instrumental music are provided, but no day class has attempted to introduce this subject.

The daily life in the institutions is in itself an education; by it blind children acquire habits of cleanliness, neatness, decency, and self-reliance, in which their home life seldom provides any training. The blind suffer more from the mistaken kindness of their parents than from their neglect; they are petted and treated like babies, every whim is indulged, and thus they grow up helpless and headstrong. Their physical condition suffers as much, for their mothers will not trust them to go in the open air and sunshine for fear of accident, and thus the children miss the exercise they need, and gradually become dull and sluggish. Removal to healthier circumstances is in most cases indispensable.

The School Board for London has recently provided two small institutions, one for elder boys and the other for elder girls, where scholars selected from the small day classes can be collected and receive more systematic and practical instruction.

Difficulties are still found in discovering children who need special instruction, whether for the blind or for the deaf, and in securing their attendance at a proper school or institution. Local authorities are not anxious to incur the cost of providing education for these children, and cases occur in which a change of residence by the parent has led to the removal of a child from an institution. The authority of the district in which the child resided when admitted decline to continue their contributions to the expense of its education, and the authority of the district to which the parents have moved decline to undertake the burden. As the recent Education Act now enforces this duty on the new authorities which it creates, there is reason to hope that one difficulty has been removed, and also that the new authorities will be less reluctant to incur the expense of providing education for these children, as the burden will not be felt so acutely in future.

As this is the last report that I shall be called upon to prepare, I may give up the impersonal character of previous documents in order to bid farewell to the teachers and pupils, for whom my five years' work among them has filled me with the sincerest regard and attachment. I hardly know which is more touching, the patience and perseverance of so many teachers in their trying work, or the struggles of the children to overcome the difficulties that the absence of one sense has caused, and of the deaf children especially, so separated from their fellow-creatures, and

yet just as affectionate as we are, just as sympathetic, and just as responsive to sympathy. Little letters some of them have written, words they have struggled to speak, the eyes' mute eloquence of many more, are consolations which I can never forget. If opportunity of serving them should occur during whatever period of life remains for me I trust it will not be lost.

The friends of the deaf, and the deaf children, will be relieved of much anxiety by the knowledge that Dr. Eichholz will continue his work for them. They know his patience and kindness, though they may not fully appreciate the great gifts of intellect and heart that he devotes to their service.

I have the honour to be, etc.,

T. KING.

*To the President of the
Board of Education.*

GENERAL REPORT *for the year 1902 by the* HONOURABLE MRS.
COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORD,

I have the honour to submit my general report on the needlework instruction of students in Training Colleges, of pupil-teachers, and of children in Public Elementary schools.

The omission of an individual examination of students at the close of the first year of their college training caused a great reduction in the number of candidates who attended the Certificate Examination last July. In 1901, 8,700 candidates were examined; this year only 1,720 students and 3,221 acting teachers worked the needlework tests set for second-year candidates, and 912 students were examined on the work of a one-year's course. The marks gained by the 912 students for practical work and for teaching needlework will be carried forward and added to the marks they may gain in other subjects at the close of their college training. I, therefore, have postponed until next year any report on their work. The permission given to the College authorities to compress the needlework instruction of their students into a one-year course has been accepted by 21 colleges. It is too early to judge of the wisdom of their decision. I am, however, convinced that it will be necessary for the students during the second year of their training to have practice in giving class lessons in needlework, otherwise they will be ill-prepared, on their entrance into schools, for the work (with its many little technical difficulties) which awaits them there. The special reports on the various colleges show that a satisfactory standard of efficiency has usually been attained, and that the students are receiving a careful training in needlework.

During the past year only one collective examination of pupil-teachers has been held, the marks obtained by the 13,167 examinees reached a higher average than they did in 1901. I cannot, however, but fear that the omission of any examination at the close of each year of apprenticeship will tend to decrease the amount of time and attention given to needlework by pupil teachers, who will be inclined to postpone until the last few months of their apprenticeship any serious study of the subject. A fair skill in stitchmaking may, it is true, be attained after a few weeks' steady practice, but the knowledge of how to apply this skill can only be gained by a more lengthy process.

The King's Scholarship Examination (December, 1901) was attended by 8,231 candidates, whose average marks were 77 per cent. The cutting-out exercises showed decided improvement, and needlework tests were generally well done.

A general assessment of the proficiency of the children is a matter of some difficulty, owing to the many differences in the schemes of needlework followed in the schools. I find, however, that in two important points, the needlework instruction has made satisfactory progress; girls in the upper standards are more ready in the use of the scissors, and are better prepared to carry out exercises bearing on, but not actually included in, their special syllabus of work. This proof of intelligent teaching is of great value. We do not expect the thousands of girls who yearly leave the elementary schools to be thoroughly expert needlewomen, but we wish them to have a reasonable skill in the use of a needle and a sensible knowledge of how to put this skill to a practical use.

Needlework specimens from 2,228 schools, *i.e.*, the work of 107,437 children, have been examined by myself and staff; the mark of "excellent" was awarded to 39 girls' and 100 infants' schools; 2,063 schools were marked "very good," "good," or "fair," and the needlework in 26 schools failed to satisfy the examiners.

I beg leave to submit the special reports on the Training Colleges.

I have the honour to be, etc.,

RHODA E. COLBORNE.

*To the President of the
Board of Education.*

REPORTS ON TRAINING COLLEGES, 1902.

BANGOR (North Wales Diocesan).

2nd Year Students.

The improvement which I noticed last year in the needlework lessons and in the practical work of the students has been maintained. The students taught with ease, their directions to the children were clear and definite. The needlework instructress takes great pains with her pupils, whose practical work and cutting-out exercises bore testimony to the careful supervision given to the subject.

BISHOP'S STORTFORD.

2nd Year Students.

The students gave good lessons, though in some of them, there was a tendency to over-explain the subject and to repeat information which the children should have already mastered. A good knowledge of proportion was shown in the patterns, and the needlework exercises were carried out with much neatness.

BRIGHTON.

2nd Year Students.

The graduated scheme of needlework followed in this college is producing excellent results. The scheme covers a wide ground, and includes all the important points in the needlework syllabus of a girls' school. The tests worked at the Certificate Examination (July 1902) did not reach as high a standard as usual.

BRISTOL (Fishponds).

2nd Year Students.

The lessons reached a satisfactory standard. The note-books and needlework exercises showed accuracy and neatness.

CHELTENHAM.

2nd Year Students.

The oral examination proved very satisfactory ; the students were definite in their statements, bright and energetic in manner, and patient with their pupils. The new needlework instructress (Miss Welch) is showing much interest in the subject.

CHELTENHAM (Ladies' College).

2nd Year Students.

Good steady work is being accomplished by the students, whose teaching powers have greatly improved. The practical work does not, however, yet reach a very high standard, but there was full evidence of painstaking care having been given to its production. Many of the students are suffering from the disadvantage of having done little or no needlework before their entrance into college.

CHICHESTER.

2nd Year Students.

The general character of the lessons was much more satisfactory than last year. The needlework exercises were also carried out with great care ; many were excellent.

and the thoroughness of her teaching. The greater number of the lessons were excellent.

SWANSEA.

2nd Year Students.

The quality of the work in the test exercises was not quite as high as usual. The oral examination was, however, very satisfactory; the students showed a thorough knowledge of the subject of their lessons, and taught with brightness.

TOTTENHAM.

2nd Year Students.

The students' lessons were far brighter and more interesting than those of last year, and the tests at the Certificate Examination were worked with care; the actual stitches were very good.

TRURO.

2nd Year Students.

Accuracy in details characterised the students' lessons, which were well illustrated by excellent diagrams. The garments, notebooks, etc., had received due attention and were very satisfactory.

* WANDSWORTH.

2nd Year Students.

The students, who gave lessons before me, were thoroughly good teachers, bright and sympathetic in manner, careful and exact in their instruction. The blackboard work of this college deserved special praise.

WARRINGTON.

2nd Year Students.

Under Miss Perry's guidance, the needlework of this college has improved immensely; she teaches the subject most thoroughly; the cutting out has received careful attention, and the students have reached a high standard in this branch of work.

WHITELANDS.

2nd Year Students.

Some excellent lessons were given before me; the notes were well expressed and carefully drawn up. The tests at the Certificate Examination did not secure marks as high as those given for teaching; weakness being shown in the making up of the selected garment.

REPORT ON DAY TRAINING COLLEGES, 1902.

ABERYSTWYTH.

2nd Year Students.

Two-thirds of the lessons were very good ones and showed careful preparation; the others were somewhat heavy and uninteresting. The exercises worked at the Certificate Examination were only fairly good, they did not reach a high standard; more practice in making up garments or sections of garments is desirable. The students showed weakness in carrying out the test exercise, which was based on making up a simple garment.

BANGOR (UNIVERSITY COLLEGE OF NORTH WALES).

2nd Year Students.

The lessons reached a higher standard than the practical work, which was not satisfactory. The tests at the Certificate Examination were fairly good, but were lacking in the finish and neatness which should distinguish the work of students.

BIRMINGHAM.

2nd Year Students.

The examination was held at Highgate Street Board School. The lessons were good, sensible ones, but the students were too discursive, and consequently did not accomplish much in the time allotted for the lessons. The new needlework teacher (Miss Taylor) appears capable and painstaking.

BRISTOL (UNIVERSITY COLLEGE).

2nd Year Students.

The lessons had been carefully prepared and were of higher quality than those of last year; better results were obtained from the children, though I considered that the latter, especially in the upper standards, showed but little responsiveness to the teachers' efforts to interest them. The needlework was good; industry and care were shown in the carrying out of the test exercises at the Certificate Examination.

CARDIFF.

2nd Year Students.

There was a marked improvement in the lessons, especially in the criticism lesson; the needlework was also of a more practical nature; greater attention had been given to details. At the Certificate Examination the tests did not, however, reach a high standard, they were roughly executed, little regard having been paid to nicety of finish.

LEEDS.

2nd Year Students.

The greater number of the lessons were clear, definite, and well illustrated. The practical work, notebooks, etc., were very satisfactory.

MANCHESTER.

2nd Year Students.

The oral examination was held under certain disadvantages; a public holiday had caused a very small attendance of children at the practising school; the students consequently, could not have fresh pupils for each lesson. The information given by the students was correct, but the manner of imparting it was not very bright or impressive.

NEWCASTLE.

2nd Year Students.

The lessons were good ones, but they would have been still better had the student-teachers thrown rather more energy into the teaching. Their practical needlework had received careful attention. The needlework instructress shows the keenest interest in her subject, and is doing excellent work.

Training of Teachers.

NOTTINGHAM.

2nd Year Students.

The results of the oral examination were very satisfactory ; the tests worked at the Certificate Examination were good, but did not reach quite as high a standard as usual.

READING.

2nd Year Students.

The lessons were given at St. Lawrence's Schools ; they had been well prepared by the students, who taught with much vigour. The practical work was also very satisfactory ; careful attention had been paid to every little detail in the making of garments.

SHEFFIELD.

2nd Year Students.

The teaching had, this year, been under Mrs. Henry's supervision ; the lessons were good ones, though in some of them there was a tendency to give too much individual attention to the children, and the advantages of collective teaching were lost. The test exercises earned high marks ; they were correctly carried out ; much of the work was very good.

SOUTHAMPTON.

2nd Year Students.

The students have an excellent teacher in Miss Butler, whose energy and painstaking efforts have produced most satisfactory results. Some very good lessons were given by the students, whose practical work showed that they were carefully following the instructions they had received.

GENERAL REPORT for the Year 1902, by MISS HYACINTHE
M. DEANE, *Inspectress of Cookery and Laundry Work*
on the EXAMINATIONS held at COOKERY TRAINING SCHOOLS,
visits to LAUNDRY and HOUSEHOLD MANAGEMENT SCHOOLS,
and the TEACHING of COOKERY and LAUNDRY WORK in
ELEMENTARY SCHOOLS.

MY LORD,

I have the honour to report to you on the work done by this Section during the past year. Before going into the details of recent work, it may not, perhaps, be unfitting at this juncture to review the past, and a short summary of the part already taken by the Government in the encouragement of the education of girls in domestic subjects will not be out of place in this report.

When the importance of this subject (which had long been generally felt) was recognised by the Education Department in 1882, and a grant offered for the teaching of cookery in Elementary Schools, a good beginning had already been made towards the training of women capable of teaching the girls of our nation in a subject of such daily importance to the health and well-being of the whole community. It is difficult to speak too highly of the work accomplished by the Training Schools established for this purpose, founded and carried on by men and women whose philanthropy has been governed and guided by sound practical common sense.

In early days many sneers had to be endured from those who, misunderstanding the object, complained that, in spite of the time, trouble and money so spent, good cooks were no more plentiful than formerly. It has never been the intention to transform Elementary School children into professional cooks (only forty hours of cookery teaching is given in the year to each child), but it has been our aim to raise the standard of home cooking and correct the growing deterioration in the standard of health and comfort and home life. Those who are best able to judge know how gratifying the results have been, but it is uphill work, and one of the greatest drawbacks has been the lack of real desire shown by the poorer women themselves to learn the elements of wholesome cookery. It has taken them years to learn to appreciate, as they certainly do now, the value of this instruction for their children. The actual drudgery involved is distasteful, and bad habits formed since—children themselves—they tried to cook for the family, all the elders of which were at work, can only be eradicated with an amount of trouble which the large majority are too ignorant or too prejudiced to take.

Years of experience have shown that, while the teaching of adults in continuation classes is largely unproductive, the simple grounding in elementary principles of little girls of school age has produced remarkably encouraging results.

One must use common sense and take facts into consideration. Girls as well as boys rush into work in factories and shops directly they leave school, and their spare moments at that critical age will seldom be voluntarily spent in the drudgery of kitchen and scullery work; later on, when, as married women, the matter becomes one of daily and immediate importance, it is found to be too late in the majority of cases to instil it satisfactorily, and the bad habits are already formed. The teacher finds them often willing, it is true, to learn "smart" dishes (imitation toad-stools made in sugar, the icing of sponge-cakes, etc.), but scornful of the care and trouble required to cook meat and vegetables cleanly and wholesomely. In practice, the forty hours spent by the school child in learning the habits of method and cleanliness, and simple principles of cookery, is of more value than double or treble that time spent by the woman who can only be attracted to the cookery class from the courtship of her young man by the novelty of lessons in comparatively spurious cookery.

When the grant was first offered, the demand for teachers was so great and the supply at that time so scanty, that diplomas were issued by the Training Schools very freely and after very slight training. It became necessary, therefore, for the Department in 1893 to issue definite rules fixing a minimum of 520 hours for the training of teachers of cookery and 260 hours for laundry teachers.

Up to this time it was not generally the custom to devote time or study to the theory and practice of teaching, and the diploma held by the teacher—though certifying to a fair cook—by no means guaranteed a good teacher of cookery. Accordingly, about the year 1896, some elementary knowledge of the theory and practice of teaching, and of the scientific principles involved in cookery, was added to the training given to a teacher. The training was, however, very superficial, and, after some representation, the Department agreed to recognise in future only such teachers as had gone through nine months of training in cookery and six months in laundry work.

Until 1899 every school issuing a cookery diploma appointed its own examiners, and it was not unusual for the training school committee to conduct its own examinations, the ladies of the committee, advised by the teachers, acting as examiners. The confusion arising from so many different standards became so evident that when the Board of Education undertook to conduct the cookery examinations, with a view to establishing a uniform standard, it was felt that a forward step had been taken. I am very glad to be able to report the unqualified success of this step. The measure has proved very popular with the Training Schools, all of whom—with few exceptions—have urged the

continuation and development of this scheme. It was thought at one time that the standard fixed for a recognised diploma was too high. Each year, however, shows more clearly that this doubt is unfounded. Out of 434 candidates presented for examination this year, 323 obtained full diplomas, and 7 obtained limited diplomas; none of the rest are ineligible for re-examination. The importance of a strict standard for a first class diploma will be realised when it is understood that from among these diplomées teachers for the Training Schools are chosen. The difficulty of obtaining competent, well-trained women for these posts is still exceedingly great, and while this is the case, it is quite evident that the standard of proficiency for the first class diplomas is not too high.

Turning to the work of the past year the theoretical knowledge shown by the candidates for examination is certainly better. The examiner in the science of food reports as follows:—

Theoretical
Knowledge

"During the past year the subject of chemistry of food has made a very creditable advance, and is much more satisfactorily treated both in the amount of information given and the manner of its presentation. From internal evidence the papers show a fair general education on the part of the candidates, and fewer mediocre attempts at answering are submitted, while total failures are rare. In the weaker candidates the deficiency is almost without exception on the scientific side, showing that students ought to obtain a previous knowledge of allied sciences wherever possible. Inexhaustive and inaccurate answers are mostly responsible for loss of marks wherever it occurs, but in one instance there was a serious downfall evidently owing to the questions being a little out of the usual routine. An all-round study of the matter laid down in the Syllabus must be advocated. There is noticeable, too, a lack of precision in amounts and general statistical information which must be guarded against."

The examiner comments as follows on the papers sent in on the Theory and Practice of Teaching.

"The subject of Theory of Education evidently now obtains more intelligent comprehension and wider reading than formerly, as the results for the past year are distinctly better, a much higher standard of excellence being reached. The psychological part of the subject is decidedly the weakest and requires attention. There is still a section of the students who, wittingly or unwittingly, misunderstand the questions and jeopardise the value of their answers by the insertion of much irrelevant matter. Independent reading, too, must be urged, as many seem to rely entirely on the oral lectures they receive. This is evident from the occurrence of such sentences, as 'Notes of lessons are sketches in alkaline (outline),' and 'Inductive teaching is a sarcastic (Socratic) method.' In this study the weakness of descending to the particular where general treatment of a subject is required must be specially eschewed."

With regard to the practical work, there is still much to be desired. There is too much examination and not enough teaching at the children's lessons. In former years the demonstration lesson took the form of a dull lecture only made interesting by the fact that those children who were not sleepy could watch the progress of a dish in course of preparation. Students were urged to awaken the interest of their class by questioning, instead of giving out a dull flood of facts. Questioning which will lead up to the reasons for certain methods is good, but to give a lesson by a series of questions, such as the following, is

Practical
Knowledge

absurd, "What is the first thing to do, girls?" "What shall I do next?" The lesson is then reduced to a game of guess work on the part of the girls. The candidates far too often give absolutely no information, and confine themselves to drawing the barest facts from the children. The fact that the candidates were there to educate and give fresh information to the girls did not appear in many cases to occur to them.

The children's practice classes taken by the candidates were far more orderly and methodical, but the treatment of the subject as if the children were reasoning out facts taught them by experiment at the demonstration is not yet properly understood or satisfactorily attempted. Cookery and other domestic subjects will not take their place as subjects of educational as well as utilitarian value until this is rightly grasped and acted on by teachers of Training and Elementary Schools. It may, perhaps, be a mistake to introduce too much elementary science into the domestic subjects of instruction for children of the poorer classes, but it is certainly possible to develop and strengthen their observation and reasoning faculties a great deal more than is at present attempted.

It will be seen by the above remarks that the theoretical knowledge is, on the whole, better, while the practical knowledge is not up to the standard of last year. The same fact will be observed by a study of the following tables for this year :—

THEORETICAL EXAMINATIONS.

| Sections. | 1st Classes. | 2nd Classes. | Failures. | Totals. |
|-----------|--------------|--------------|-----------|---------|
| A. | 176 | 132 | 7 | 315 |
| Bi. | 151 | 109 | 11 | 271 |
| Bii. | 202 | 114 | 4 | 320 |
| C. | 191 | 92 | 15 | 298 |
| Totals. | 720 | 447 | 37 | 1204 |

PRACTICAL EXAMINATIONS.

| Sections. | 1st Classes. | 2nd Classes. | Failures. | Totals. |
|-----------|--------------|--------------|-----------|---------|
| A. | 148 | 120 | 32 | 300 |
| Bi. | 158 | 138 | 34 | 330 |
| Bii. | 153 | 152 | 50 | 355 |
| C. | 168 | 108 | 20 | 296 |
| Totals. | 627 | 518 | 136 | 1281 |

This incapacity to teach points to the necessity for cookery teachers of further experience in elementary school teaching, and I earnestly hope that something may in the future be done in this direction by restricting the selection of women for this special training to those who have previous experience in teaching or who have shown aptitude in this respect.

Unlike other Training Schools for teachers in elementary schools, the cookery training schools with one or two exceptions depend entirely for their support on the fees paid by the students. It is impossible often, therefore, for them to refuse applicants for training, however unpromising and incapable of being trained into satisfactory teachers they may sometimes be. This is the radical defect in all cookery and domestic economy Training Schools, and one which results in great waste of money and time, and often in much heartbreaking inefficiency.

A greater number of elementary school classes have been visited this year, in spite of the increase in the number of practical examinations (1,281 this year as against 1,132 last year), and the illness of one of my assistants. In addition, the practising centres attached to each Training School and attended by children from the schools in the neighbourhood have been frequently visited. On going over the work of the past six years, I find that classes of cookery and laundry work have been visited in 69 out of the 99 districts. This does not of course mean that every school taking these subjects has been visited, far from it; but a visit from a special inspector is no longer the surprise it was formerly, and such inspection is not resented, but greeted as a pleasure and welcomed as a chance of obtaining fresh ideas and advice on the best methods of conducting the class.

Elementary
Schools.

Miss Sproule reports as follows:—

"The improvement in the teaching of cookery, mentioned in my report of last year, is well maintained. There are still, it is to be regretted, a certain number of managers and teachers, who only regard cookery as a subject for grant, and in these schools, as might be expected, the teaching is generally indifferent; but they are only a small minority. As a rule both managers and teachers are willing to co-operate in making the cookery class a success, and girls receive a general grounding in the principles of domestic subjects which should be of great value to them in their after life. I should like to draw attention to the fact that a great deal of money is wasted in the multiplying of cookery centres, and this applies more to the voluntary than to the board centres. If the managers of the voluntary schools in a district would unite and have one cookery centre, or sometimes join the School Board authority, much money would be saved and the teaching be more efficient. Instead of this, class-rooms are adapted as cookery kitchens to the inconvenience of the general curriculum of the school, equipments and stoves are multiplied and probably in the end a teacher is engaged because she is cheap, without regard to her capabilities, as the money available has run short. Meanwhile there are two or three voluntary schools within a quarter of a mile also adapting class-rooms, buying equipments and stoves, and probably a board school kitchen. The saving on gas, coal and equipment at these various centres would pay the salary of a good teacher, there would be economy in food, and the expenditure of each school would be lessened. It is to be hoped

with one educational authority that this overlapping will be discouraged and the fact that 'union is strength' will be applied to the teaching of cookery."

Miss Sproule alludes to a matter which appears to me to be of the greatest urgency, namely, the need for co-operation among schools in the same district for the purpose of providing practical domestic economy teaching for girls in the neighbourhood. This has been often impossible hitherto, but the existence of one authority should greatly simplify this matter. It should be quite possible this year to make a good beginning towards the establishment of the more economical system of cookery centres in every neighbourhood, to which each school could contribute a class, and for which it will be possible to pay the salaries necessary to secure properly qualified teachers.

Miss Stubbs reports as follows :—

"Cookery teachers have many difficulties to contend with which are unknown to the teacher of other school subjects ; for this reason they deserve a greater share of sympathy and encouragement than generally falls to their lot. The drawback is the short period they have the children under their supervision—never more than eight hours a week, more frequently only three, during a short portion of the year. A greater aptitude for method and discipline is required than in almost any other subject. Though they enter for the training without the slightest knowledge of cookery or of the art of teaching, yet, at the end of their short training, which only covers 840 hours, they are expected to start as efficient teachers. In other countries, Switzerland, for example, where cookery teaching is well carried out, the teachers have to go through a course of three years training. An English teacher, at the end of 840 hours, is expected to be able to teach a class of children in a definite, systematic and progressive manner. No wonder she becomes discouraged in the first days of teaching when she finds how much she has to contend with before her class reaches a satisfactory standard. She has to learn that an elliptical form of questioning is dangerous, it leads to random or simultaneous answering, which brings forward the quick children but leaves the idle to remain idle and ignorant. If she wishes to see each child on the alert and taking her fair share of the work, she then realises she must first give attention to the children's position and attitude—the position being such that her eye may cover at a glance as much of the class as possible, and the attitude of the children being such that they may be comfortable and have no excuse for restlessness and talking. Cookery and laundry teachers are exceptionally handicapped in this respect ; their eyes having to be occupied in the preparation of the dish are not at liberty to watch the class and gain the same eye influence over it as other teachers do in other subjects. Great method is also required for these subjects, and is more necessary than in almost any other subject. I constantly admire the cookery teacher who is able to surmount her varied difficulties and who continues to retain her interest in the children and their work."

Miss Stubbs here draws attention to the superficiality which unfortunately mars the training of these teachers, a defect to which I have already alluded.

Laundry
Work.

Visits of inspection have been paid to each laundry and household management training school. It is difficult to estimate clearly or fairly the progress in these important branches, for the examinations are not yet undertaken by the Board of Education. These Schools are anxious to be placed on

the same footing as the Cookery Training Schools. The special classes (given after due notice of my intention to visit) by staff teachers were satisfactory.

Again I have to report the unfortunate neglect of the teaching of laundry work in ordinary schools. The principal laundry centres are those attached to the Training Schools and those under a few large School Boards. These have in most cases been visited and were found satisfactory. It is a great pity the subject is not more popular. The County Councils could, by organising these classes throughout the country, do much to make them more popular and successful.

The whole question of the proper and systematic teaching of girls of school age in a matter so vital to national health becomes daily of more importance as the impossibility of effective home training (in industrial centres at least) becomes more apparent.

I beg leave to submit the following individual reports on each training school.

I have the honour to be, etc.,

HYACINTHE M. DEANE.

*To the President of the
Board of Education.*

REPORTS ON THE TRAINING SCHOOLS OF COOKERY,
1902.

ABERDEEN.

There was a decided improvement in the work done by the candidates at the practical examinations at the end of the year. This was especially apparent in the preparation and cooking of the dinners. At the theoretical examinations the matter presented by the candidates was of average merit.

The school has been greatly enlarged this autumn, several excellent new class-rooms have been added which should greatly facilitate the work of training the students.

BATH.

The theoretical knowledge of these students was above the average, but their practical work was the reverse. Greater neatness and daintiness in the preparation of the dishes should be aimed at in the future.

BATTERSEA POLYTECHNIC.

The candidates were on the whole much more neat and tidy in their work and went about the preparation of the dishes in a more capable and business-like way. Greater effort should be made on the part of the candidates to educate and interest the children as well as keep them employed during their practical lessons. Good average ability was shown in theoretical knowledge.

BIRMINGHAM.

Taken as a whole, the results of these examinations may be considered very satisfactory. In the theoretical examinations the candidates showed a very fair standard of efficiency throughout.

218 *Miss Deane's Report on Cookery and Laundry Work.*

BRISTOL.

The practical work at this school has improved. The children's class teaching varied, but on the whole the results at the end of the year were satisfactory. The papers were of fair merit; a little more care in writing and arranging the answers would not be amiss.

CHESTER.

These candidates showed a good average knowledge of their subject. The school is quite full and appears to be in a flourishing condition.

DEVON.

No candidates were entered for examination.

DORSET.

The few candidates presented for examination passed most sections with credit when the short training which is required for the Limited Diploma is taken into consideration.

DUBLIN.

The knowledge displayed by the students at this school was satisfactory. The staff deserve great praise for the neatness, cleanliness, and method displayed by the candidates in their practical work. Considerably over 840 hours are spent by the students in training for the cookery diploma. Speaking generally, the answers to the papers were good, but in some instances the mode of expression and spelling denoted uneducated and careless writers.

EDINBURGH.

The practical work of the candidates was disappointing; they showed signs of careful training, but for one reason or another they failed to obtain in the end high marks, except in a few cases. A great improvement in theoretical knowledge is noticeable.

GLASGOW NATIONAL UNION.

Average merit was displayed by these candidates. In the four practical sections the dinners showed the greatest improvement. There is still a little too much examination and not enough teaching in the children's lessons.

GLASGOW WEST END.

These candidates only attain a moderate standard in theoretical and practical knowledge. The practical work is still decidedly weak, candidates lost marks among other things for method, and there was a lack of finish about many of the dishes. The teaching at the children's classes has improved.

GLOUCESTER.

The work done by the candidates at this school was satisfactory. I should like to see a greater aptitude for gaining the sympathy of the children when teaching a class. The papers gave evidence of average ability.

NATIONAL SOCIETY'S, LAMBETH.

The candidates exhibited a better knowledge of cookery, but were weak in their power of teaching children. A very creditable set of papers was sent in this year.

LEEDS.

The practical work was on the whole good. The lessons to children given at the close of the year were full of charm and sympathy. They could not fail to be of real practical and educational value to the girls. A highly creditable result was obtained by a good general knowledge of the various branches of the work.

LIVERPOOL.

The practical work was good, but the lessons given to adults and children often lacked life. Some of the candidates were unable to educate as well as to inform their classes. In the answers to the papers a very limited amount of information was given, and a general lack of attention to details was shown.

MANCHESTER.

Average ability was displayed by these candidates. A better knowledge of the construction and working of coal stoves is desirable.

NATIONAL TRAINING SCHOOL.

Much appears to be done at this school to make the training of real value to the students. The lessons given by the staff teachers before me were excellent.

NORFOLK AND NORWICH.

An all-round improvement is noticeable at this school. Great credit is due to the staff, who, with the assistance of the Committee, have considerably raised the standard of work at this school. I am glad to report that some excellent practical results were gained by the candidates this term.

NORTHERN COUNTIES.

The results this time were not so good as in previous years. This may be explained, perhaps, by the fact that the standard of intelligence among the students who were entered for examination last year was higher. The information throughout the majority of the papers is exceptionally weak compared with other years.

NORTH MIDLAND.

The students appear to have a fair knowledge of the subjects touched upon in the questions, and also exhibited average ability in their practical work.

PRESTON.

The students' knowledge of cookery was poor. Some appeared ignorant of the most elementary knowledge of how to teach their subject to children. A fair standard was reached in the answers to the Science of Food Paper.

SHEFFIELD.

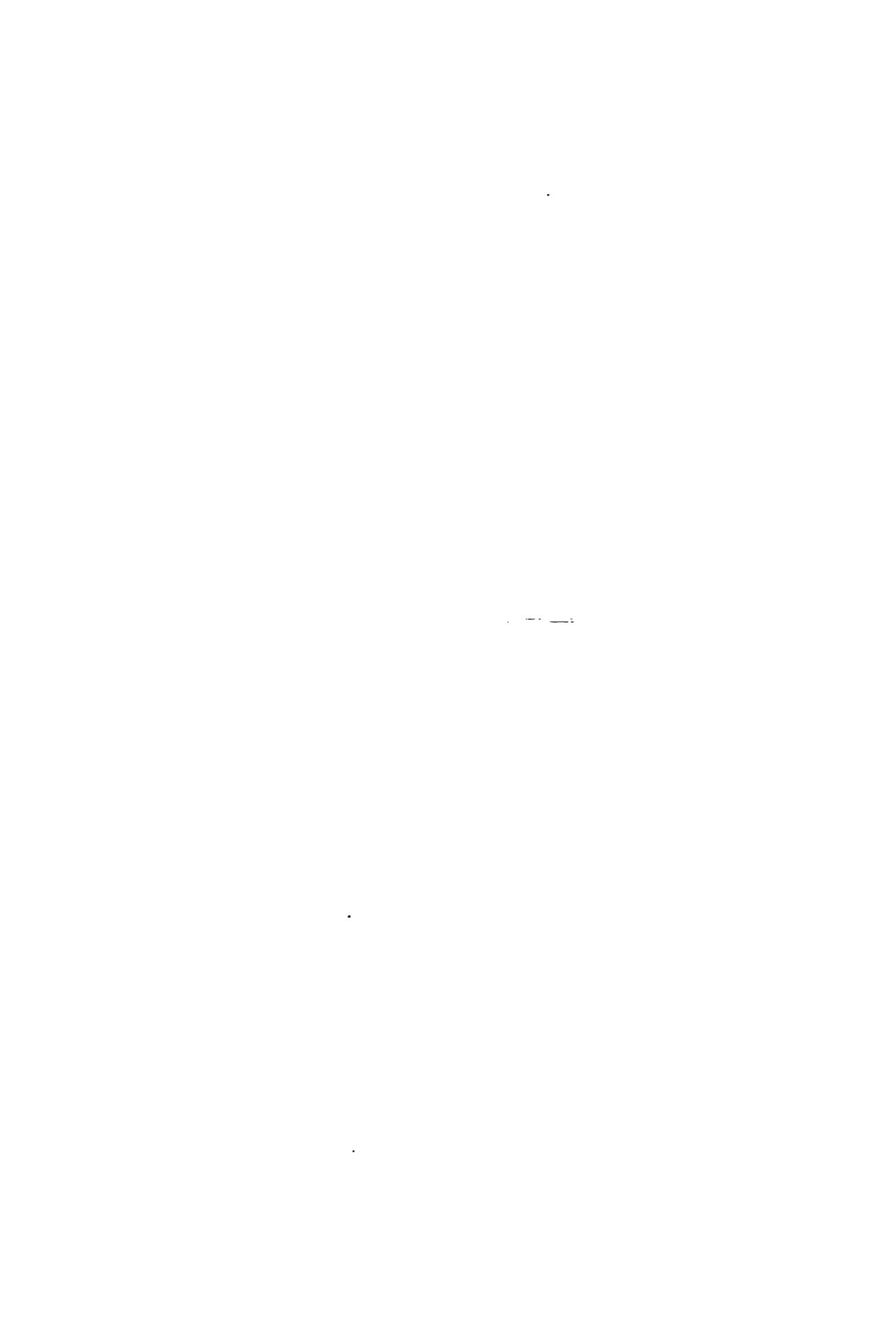
Little improvement is noticeable in the candidates' practical work. The written papers are still below the average.

SOUTH WALES AND MONMOUTH.

The knowledge of cookery has improved. The teaching of children is still weak, much time being wasted in unnecessary details, nor was the teacher so entirely in sympathy with her class as is desirable. The papers sent in were not always to the point, and showed a want of thorough study of all sides of the question.

WILTSHIRE.

The work of the candidates at this school was generally very satisfactory, with the exception of the children's class teaching, which was inclined to be mechanical and lacking in interest.



REPORT on the PRACTICAL EXAMINATION in MUSIC of STUDENTS in
TRAINING COLLEGES in ENGLAND AND WALES, for the year
1902, by A. SOMERVELL, Esq., Inspector of Music.

MY LORD,

DURING the Annual Inspection of the Training Colleges, one of the most encouraging features noticed in connection with those institutions, was the patience and energy of the teachers, who all, without exception, devote themselves with real enthusiasm to a work which is arduous, and in many ways discouraging. Considering the average musical knowledge of the King's Scholars entering the Training Colleges, I think the result of their work is little short of wonderful.

But it is a pity so much of this enthusiasm should have to be spent upon what is often only the most sordid drudgery; for the King's Scholars (or the vast majority of them) do not enter the Colleges well prepared, as might have been expected after many years spent in schools where music is taught; and in Pupil Teachers' Centres, where candidates for the King's Scholarship are specially trained. In many cases they are unable to sing at all, and are absolutely ignorant of the barest elements of music. Consequently, during the two years of studentship, the greater part of the time has to be spent in grounding the students in those elements, which, it might reasonably have been expected, they would have learned before entering.

All this is very discouraging to the teachers, who, year after year, have to cope with the same level of musical ignorance in each succeeding set of students, instead of finding the average knowledge of each year a slight improvement on the last. Many teachers assured me that the King's Scholars who enter now are worse prepared than they were ten years ago; and even if it could be shown that there has been no actual change for the worse, I still think, that, in view of their defective preparation, the standard to which the students are raised reflects infinite credit upon the teachers.

It would be interesting to try to trace the cause of this unpreparedness. If the teaching in the schools is examined, it will be seen that a difference is made between the ages when a child begins to learn to read a book, and when he begins to learn to read music. The moment a child is old enough to realise the difference between one letter and another, he is taught the alphabet, then words of two letters, and so on, until by the time he is eight or nine he can read more or less fluently. All experience shows that the younger a child is when he begins to learn to read (taking

in either practical or theory examinations. At best it probably only represents the talent possessed by each college, and cannot be any criterion of the teaching itself or the diligence of the students. The college with a low average might possess a first-rate teacher, whose work had been hampered either by the want of talent among the students, or by their ignorance before entering college. Another and even stronger reason against comparing colleges by means of an average, is that it encourages the withdrawal of students who might, if presented, lower the average.

The custom of making the visit of the Inspector the occasion of a concert, is one very much to be encouraged. It lifts one of the studies out of the rut of every-day work, and connects it with social enjoyment; and thus one of the values of the study of music is brought strongly before the students. Many of the principals tell me that of all the studies upon which they rely for exercising a healthy and humanising influence on the students, they consider music as by far the most refining and cultivating; and it is much to be hoped, that with the study of still more classical music, this influence may become increasingly apparent.

I have the honour to be, &c.,

ARTHUR SOMERVELL.

*To the President of the
Board of Education.*

[*In those Colleges marked with an asterisk the Inspector was assisted by Dr. Read.*]

RESIDENTIAL COLLEGES FOR MASTERS.

BANGOR (British and Foreign Society's).—The performance of the songs, which for the most part were classical, was fairly good, but the sight reading and naming of notes in the ear-test left a good deal to be desired. Beating time, during the performance of the tests was also a difficulty in a few cases. The students of both years gave a fine rendering of Mendelssohn's *Festgesang*, and *The Curfew Tolls* (Harding). The quality of tone was rich and full, the intonation and attack first-rate; in short, every evidence of excellent choir training was given.

BATTERSEA.—The musical work of the college, whether viewed in the light of the results of the examination or the performance of the choral music, was completely satisfactory. The choice of songs was good and they were sung with a considerable amount of spirit, the duties of accompaniment being divided amongst seven students. At the concert which followed the examination, the juniors sang two part-songs with refinement of feeling. The seniors gave an admirable performance of Handel's

The effect of the choral performance, almost without exception excellent, was often marred by the fact that the music presented was really not worth performing. Such music, sometimes actually degrading to the taste, was in many cases not calculated to improve it; indeed it often seemed as if the only reason for the choice of particular pieces was that they were written in three or four parts. This applies to almost all the first year choral classes, when they did not join with the second year students. It must however be remembered that the number of classical works for unmixed voices, written in parts, is very limited; and this is, in a great measure, the reason of the indifferent quality of the music selected. If good three and four part music is not forthcoming it would be better to perform two-part music, or even unison, provided that the music be classical, rather than perform music *because* it is in parts, regardless of its quality.

The only direct and avowed effort to improve the taste is found in the single classical song which the students learn to sing to the Inspector at the Certificate Examination. Apart from the fact that this is not a fair test to impose on every student, it is obvious that the study of one song can never improve anyone's taste to any appreciable extent. Moreover, the majority of the students are unable from natural causes to make anything of the song; they are aware of this fact, which adds to their nervousness; they will never be called upon to sing a song again; and the one they have learned can be of no real assistance to them in their teaching career; an enormous amount of time is spent on the preparation of the song, and the knowledge that they are expected to do before an Inspector what they are aware they cannot do is a nightmare to many of them for weeks before the examination. I would suggest that these facts largely outweigh any benefit gained by individual work at the voices of the students. Individual attention is of course a most necessary part of their training, but it is not precluded by the abolition of the song as part of the examination. It may also be pointed out that the individual training, which is possible in a residential college, is often impossible in a non-residential college; so that a student may have a song given to him—a student probably living in lodgings without a piano—with the order to go and improve his taste! Out of 2,800 students personally examined, 315 sang songs which could not by any stretch of imagination be called classical; and of these 195 were nothing more than shop ballads; so that in rather more than one in ten of these cases, the song must have influenced the taste in the wrong direction, if in any.

If the taste of the student is to be cultivated, the study of first-rate music should be undertaken in the first, not the second year; and such study, must include, not a single song, but a considerable amount of good music. I am also preparing suggestions with a view to insuring this.

I do not think that any advantage is gained by publishing the average mark obtained by each pupil in the different colleges,

proper preparation of all the many sides of music required for the certificate examination. The juniors sang three part-songs with much spirit, and with a good full tone; while the seniors gave a performance of David's *Desert*. When no orchestra is available, it is not a satisfactory work; as the effect, when accompanied by only a piano, is extraordinarily monotonous. Comment has elsewhere been made upon the success attending the experiment of joining the choral classes of both Cheltenham colleges for the performance of music for mixed voices.

*CHESTER.—The works chosen for performance by the students were Schumann's *Luck of Edenhall*, and Mendelssohn's Choruses from *Edipus*, a choice to which no exception could be taken. The performance of these, however, left a good deal to be desired as regards detail; there was often a want of crispness and attack. The body of voices was a good one, but the general effect of the singing was sleepy. The choice of songs was excellent, and the work of the students individually was better than their combined work. Important as is the individual examination, the great value of choral singing should not be overlooked.

CULHAM.—One student was withdrawn; the rest passed a good examination, and the songs were sung with a fair amount of musical feeling. The most interesting part of the day's work was the performance by all the students of Prout's *Damon and Phintias*, which was noticeable for its vigour, crispness, and display of musical intelligence. The difficult solos were taken by two students, who sang with true dramatic instinct, while another student was responsible for the accompaniment, which, in the case, is not easy.

DURHAM (BEDE).—The chorus was noticeable for its full tone and the good balance of the voices, so that excellent performances were given of Mendelssohn's *To the Sons of Art*, and A. M. Smith's *Song of the Little Baltung*. The selection of songs was capital, and the individual work was gone through by the students without nervousness. Careful training had done much to ensure the passing of a successful examination.

EXETER.—The remarkable point about this college was that practically everyone was able not only to sing but to sing well. The result of making the students beat time while practising choral music might be noticed in the sight and time tests, for strict time seemed to have become a second nature to each student. The performance of *The Song of the Little Baltung* (A. M. Smith) was consequently full of spirit. There was a fine broad tone about the voices which sounded to great advantage in the cantata.

HAMMERSMITH.—The selection of songs was excellent, and though the individual performance was rather rough at times, the tests were well sung. The most interesting feature of the examination was the performance of Perosi's *Mass in D Minor*. In the quiet passages the pitch sometimes fell slightly, but in the louder parts the

body of sound was very good, and the pitch maintained. The balance of voices was satisfactory, the attack crisp, and the ends of the phrases finished well together. Altogether there were very many good points to be noticed, the only really unsatisfactory one being that noted above.

PETERBOROUGH.—Considering that the object of the individual song is the training of the students' taste in music, it is a pity that the "sacred" songs of Gounod should ever find a place in the selection. The singing was decidedly good, as was also the performance of the practical tests. The students sang a varied and rather mixed programme of part-songs so well that it is a pity that rather better music had not been chosen.

SALTLEY.—The selection of the songs was all that could be wished, and the candidates, accompanied throughout by the same student, sang with correctness and intelligence. The practical tests were also well performed. Both seniors and juniors took part in a lengthy concert, consisting of part-songs, sung by each year separately, followed by an excellent performance of Prout's *Damon and Phintias*. The solos were dramatically sung, and careful choir training was evident in many parts of the work. The general effect was much improved by the use of an organ as the accompanying instrument.

WESTMINSTER.—Exception may be taken to a selection of songs, intended to be classical, which contains a large proportion of Gounod's so-called sacred songs. The inclusion of these did not, however, affect the general teaching of the students, which produced good results at the individual examination. Both notations were used in singing the tests. The performance by the students of both years of Mendelssohn's *Antigone* was excellent. The tone of the chorus was full and mellow, though occasionally (as in the "Pan" Chorus) too loud for the room in which the concert took place. Still there was plenty of light and shade in the rendering, especially in the first chorus, and in that beginning—"Wonders in Nature we see and scan."

WINCHESTER.—The selection of songs was quite admirable, as regards both suitability to the students and the quality of the music. The students seemed at home in all the practical tests, and sang the songs with evident enjoyment and appreciation of the beauty of the music. Students of both years joined in singing Prout's *Damon and Phintias*. The solos, trying to the voice, were admirably rendered; while the good quality of the choir and the crispness and expressiveness of their singing made an altogether enjoyable performance.

YORK.—The selection of songs was curious, a certain number of shop ballads appearing side by side with the best standard songs. Most of them were performed in a fairly adequate manner, as were also the various practical tests. The choral singing was of a

high order, and the selection of music calculated to give every opportunity for variety of expression. The pieces by Palestrina, Sullivan, Elgar, and A. M. Smith (*The Song of the Little Baltung*) were all given with a spirit and feeling which was most praiseworthy. The juniors also contributed two part-songs, *Two Roses* and *Lovely Night*, the latter being sung with great delicacy.

DAY COLLEGES FOR MASTERS.

BIRMINGHAM (University).—The performance of the songs was rather rough, but no fault could be found with the selection. The minor scale puzzled one or two students. The choral singing was rather perfunctory, and the selection of music not very classical (Fleming, J. Parry, and Raff). Considering the extreme importance of the choral singing as a factor in the formation of taste, it is hoped that more may be made in future of this side of the examination. [It is not, of course, forgotten that the regular study of music is more difficult in a Day Training College than it is in a Residential College.]

CAMBRIDGE (University).—As the result of almost unique advantages, the singing of the songs was the greatest possible pleasure to listen to. Such performances could only have been obtained after much work, and be the result of familiarity with, not one, but many songs. The sight-tests were all fluently rendered, and several part songs sung with much spirit and refinement, although the performers only numbered eleven.

LONDON, KING'S COLLEGE.—The various tests were fairly well performed by the students, and the songs sung in a satisfactory manner. There was no performance of choral music.

OXFORD (University).—Nine students presented themselves for examination, three of whom played instrumental pieces instead of singing the song. The songs, with one exception, were national airs. The singing of the tests was fairly satisfactory, as was also the performance of two part-songs by Mendelssohn. Although there were so few singers the general effect was good. The singing was crisp and intelligent, and the parts as well-balanced as circumstances allowed.

RESIDENTIAL COLLEGES FOR MISTRESSES.

BANGOR (Church of England).—The students sang five part-songs by Wagner, Stevens, Bishop, and Reinecke. The chorus, divided into three well-balanced parts, and containing many good individual voices, did full justice to a programme which gave ample opportunity for the display of the best points of choral singing. The ordeal of the tests, songs, etc., was passed through in a way that reflected credit upon all concerned.

BISHOP'S STORTFORD.—There was rather too much Mendelssohn included in the list of songs, which was therefore lacking in

variety. The singing was noticeable for the absence of nervousness. The juniors sang in two-part songs by Rubinstein, in some ways very well, though the intonation was not all it might have been, and more might have been made of the *pianos*. The programme of the seniors included two choruses from Mendelssohn's *Midsummer Night's Dream*. The quality of the voices was good, the attack was fair, though inclined to be flat on the high notes. On the whole it was a satisfactory performance.

BRIGHTON.—A considerable number of the songs chosen were anything but standard songs. Exclusive concentration upon the sol-fa notation had produced a set of students who all sang through the tests with such ease, that it seemed a great pity they should have stopped short there instead of passing on to the staff. The juniors sang seven part-songs in a fresh pleasant manner, although the sopranos were rather weak. On the other hand the sopranos in the senior choir were rather too strong; but in spite of this the performance of Sweptstone's *Ice Queen* was spirited, the words were distinct, and the difficult chromatic passages accurately sung.

BRISTOL (FISHPONDS).—Excellent teaching alone could have produced the results attained in the individual examination, for not only were the songs sung with exceptional ability, but the tests were taken with a quiet ease which left little to be desired. A long and varied programme of choral music (including Smart's *Fishermaidens* sung by the seniors, and three part-songs sung by the juniors) brought out many excellent points in the choral classes. The parts were well balanced, the voices well trained, the words clear and the attack good. It was altogether an interesting performance.

CHELTENHAM (Church of England).—A good selection of songs, intelligent singing, and readiness in performing the sight-tests, were three noteworthy points. Only one or two of the students showed signs of nervousness. The juniors sang with much charm a selection of Rubinstein's Duets, while the seniors performed two choruses by Luard Selby, and a part-song by Schumann. A new departure, and one much to be commended, was the formation of a choir of mixed voices from the men's and women's colleges. Only three part-songs were sung; but it is obvious that if this plan were more generally adopted—where adoption is possible—the standard of the music performed might be considerably raised, with advantage to the students. The experiment proved a decided success.

CHELTENHAM (Ladies' College).—There were only five students to be examined, but they acquitted themselves creditably in the various tests. The students of both years joined together for the choral music; but so little is possible with small numbers like these, that probably a good course of classical songs in unison would be more valuable to the students.

CHICHESTER.—The choral work of the students took the form of an operetta, *Princess Zara*, performed by students of both years. An excellent effect in the choruses was obtained by their being sung by all the students, whether on or off the stage. The operetta was sung as well as acted with great spirit. The practical examination was attended with good results, the students having been well prepared both for the song and the practical tests.

DARLINGTON.—The practical tests were fluently and intelligently sung, as were also the songs, an excellent selection of which had been prepared for the examination. At the evening concert the seniors gave a sympathetic performance of Cowen's *Daughter of the Sea*. The juniors sang a couple of part-songs, and both joined in Faning's *Coronation Song*. On the whole, music is well cared for in this college.

DERBY.—The singing of the tests was from the staff notation, and was entirely satisfactory. The selection and performance of the songs was excellent, although a certain number of students exhibited signs of nervousness which detracted from the general effect. The choral music took the form of a public concert, when Cowen's *Daughter of the Sea* was sung with great variety of expression by the seniors, and a semi-dramatic cantata *Round the Fair World* (Roeckel), which gave opportunity for some charming singing, by the juniors. Both choruses sang with obvious enjoyment, and had been thoroughly prepared for both choral and individual work.

DURHAM.—The students showed signs of careful preparation, and although a certain amount of nervousness was observable, there was not enough to spoil the performance of either songs or tests. The juniors sang Hoffmann's *Song of the Norns*, which was really beyond their powers. It is difficult music, and might well have been left until the second year of study. The performance, as might have been expected, was not satisfactory. The words were not clear, and the chorus, although singing well in tune, had an inclination to close their mouths on the high notes. The dulness of the music chosen for the seniors seemed to infect all alike. There was no spirit in the performance, and the students sang the music as if they were thoroughly weary of it. Here again the words were not clear. It would have been much more satisfactory had seniors and juniors joined and given a really satisfactory performance of one work—say *The Song of the Norns*.

*EDGE HILL.—A number of the songs could hardly have been classed as standard songs, but they were well sung, and the preparation of the students showed signs of great care. An excellent concert was given in the evening, the seniors singing (without music) Lahee's *Sleeping Beauty*. The work was trying for the solo voices, but on the whole, if we except a few lapses from pure intonation, the performance was most praiseworthy. The juniors

acted a short piece in which the music was composed entirely of national airs. It was admirably acted and sung. No better means of familiarising the students with our national music could possibly be found.

*HOME AND COLONIAL (GRAY'S INN ROAD).—Considering the number of students, the high standard of results is one upon which the college may be congratulated. In the choral work the singing was at times remarkably good. The juniors, after the performance of three part-songs by Cowen, Macfarren, and Reinecke, were followed by the seniors, who sang a cantata, *Joan of Arc* (Somervell), with all possible musical feeling and intelligence. The solos were well sung, and the chorus (well balanced as to parts) never allowed their tone to become harsh, even in the most strenuous passages.

HOMERTON NEW COLLEGE.—The students had all been well prepared for the examination, and though, among such a large number, all could not be equally good, it was evident that no pains had been spared to help forward in every possible way the more backward students. The result was that the standard attained in both singing and tests was distinctly high. The choral singing was full of life and delicacy. The voices of the chorus were well balanced, and the tone pure and well-controlled. The pieces performed were part-songs by Muhling, Alt, and Thomson, and a cantata, *The Water Spirits* (Benedict).

KENNINGTON (ST. GABRIEL'S).—All the students sang from the staff notation with comparative ease, a fact which spoke well for the individual training. This was also evident in the performance of the songs, which was in many cases extremely good. A public concert was given by the students, when an excellent, if somewhat ambitious, programme was gone through. The juniors sang Brahms' *Four Trios* with a fair amount of light and shade and musical feeling. Part of Schumann's *Pilgrimage of the Rose* was performed by seniors and juniors; but to perform a work written for mixed voices, with only sopranos and altos, is a questionable experiment. Evidence of the musical life in the college was given by the performance of several pieces by Corelli and Coleridge Taylor by the "College String Band"; and the concert concluded with three part-songs sung by the College Choral Society, a society drawn together, not by the exigencies of a coming examination, but by a common love of music.

LINCOLN.—The practical examination was in every way satisfactory; there was an ease about the students which showed a consciousness of their having been well prepared. That music was not treated merely as a subject for examination, but that it had close connection with the social life of the college, was obvious to anyone hearing the public concert given by the students. The seniors and juniors each sang four part-songs and choruses by Mendelssohn, with perfect finish, clear declamation, and real musical feeling.

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SALISBURY.—A choral programme of more than an hour in length, consisting of the cantata *Old May Day* (Woods), and eight part-songs, thoroughly tested the powers of both seniors and juniors. There were plenty of good points in the performance, but at times a certain want of life made itself felt, and marred the general effect a good deal more than did the missed lead near the end of the cantata. It was in the individual work that the students appeared to greatest advantage. They seemed thoroughly at ease in both song and sight-test; the majority reached a high standard of excellence.

SOUTHLANDS.—The choice of songs left very much to be desired, a considerable number of them being nothing more than shop ballads. The students sang the tests from the sol-fa notation with a fair amount of fluency, but the ear-test was not so uniformly well done. It was a real pleasure to hear the singing of the seniors and juniors. The tone of both was excellent, that of the juniors being full of promise. The seniors gave an excellent rendering of Bendall's *Lady of Shalott*. One of the healthiest signs of good teaching is observable, viz., that the students appear to thoroughly enjoy the music themselves.

STOCKWELL.—Eight out of seventy-five students were withdrawn on account of want of ear; three of these were eventually heard again at the end of the summer with satisfactory results, thanks to the special attention given to them. There is no fault to be found with the way in which the students are prepared. The selection of songs was an interesting one, including six different settings of *Kennt du das Land*. The excellent choir training of the students became apparent in the miscellaneous programme. Part-songs were sung in good style by the juniors, and the seniors gave a satisfactory account of themselves in Schumann's *Pilgrimage of the Rose*—the performance of which by unmixed voices is a doubtful experiment—and Schubert's *God in Nature*.

SWANSEA.—An elaborate programme was performed by the students of both years, the juniors singing three part-songs and the seniors Bendall's *Lady of Shalott*, and the combined choirs, Hecht's *Be Strong to Hope*. The tone of both choirs was excellent; the pureness of production and clearness of enunciation was very remarkable. Every word could be heard distinctly pronounced by every member of the chorus—an effect as pleasing as it is unfortunately unusual. The songs were well sung, and the tests sung from the sol-fa notation, correctly performed, although the time at which they were taken was rather slow.

TOTTENHAM.—To the songs, which, with a few exceptions, were all classical, a fair amount of justice was done, although the words were not so clear as they might have been. Beating time was a difficulty to some of the students in singing the practical tests. The choral music consisted of eight part-songs and choruses, sung

with intelligence and a fair amount of expression of feeling. Much care had evidently been spent upon both the choral and individual preparation.

TRURO.—Two years' struggle with what was originally unpromising musical material, produced results which, if not brilliant, reflect great credit upon those concerned in the teaching. (But why should students, educated in the Elementary Schools, enter the Training Colleges unable, not only to read, but even to sing at all?) The sight tests were sung from the staff in a fairly efficient manner, although, as was natural, the comparative novelty of the subject induced a considerable amount of nervousness. The choral singing was thoroughly satisfactory, being crisp, intelligent and musical. The programme consisted of part-songs for the juniors, and Fanning's cantata, *Buttercups and Daisies*, for the seniors.

WANDSWORTH.—The performance of the song did not reach a very high level, but the singing of the note and time tests was fairly good. The results of the ear-test were disappointing. The choral programme was varied in character. Elgar's two part-songs were performed in good taste, but it was in the singing of Elbner's *Mass* that the chorus particularly excelled. It is evident that the choral work in the college receives special attention.

WARRINGTON.—Only one student out of fifty-nine was withdrawn. The selection of songs was first-rate, and the singing of them reached a very high standard of excellence. In fact all the practical examination was completely satisfactory. The choir, augmented by tenors and basses from outside the college, and a small band of strings, gave an admirable performance of Stainer's *Daughter of Jairus*, and Spohr's *God, Thou art Great*. The solos were very well sung. The music in this college is in excellent hands, and is treated as a humanising influence, not as a dry study.

* WHITELANDS.—The songs, although carefully prepared and well studied, were only sung with moderate success, several of the students being very nervous, chiefly from the fact that solo singing was not, and never could be, among their accomplishments. The juniors performed three part-songs by Hiller and Hatton in a way that showed that they had been very carefully trained. Cowen's cantata, *A Daughter of the Sea*, was really beautifully sung, the solo parts being rendered with real feeling. The seniors were well-balanced, and sang with restraint and a pureness of intonation that were refreshing.

DAY COLLEGES FOR MISTRESSES.

BIRMINGHAM (University). — The inclusion of certain of Gounod's "sacred" songs, and one or two others of a like kind, marred an otherwise good selection of songs. Much care had been spent upon the preparation of all the practical tests, the performance of which in many cases reached a high level. A short programme of part songs was gone through by the students with

considerable taste. Altogether musical matters are in a satisfactory state, as far as the present syllabus allows.

BRISTOL (University College).—The performance of the songs and the singing of the various tests showed that the students had been carefully trained. More attention might, with advantage, have been paid to the selection of the songs, which included an appreciable quantity of second-rate music. If it is possible to do much for the taste by the learning of a single song, that song ought at least to be classical. The juniors sang their part-songs with a certain amount of refinement, both of tone and feeling; but the point noticed above was again apparent in the selection of the music for the seniors, which was poor beyond words. Standard duets, or even good songs in unison would be more useful and educational than third-rate music, performed simply because it happens to be written in three parts.

DAY COLLEGES FOR BOTH MASTERS AND MISTRESSES.

ABERYSTWYTH.—There was a lack of variety in the selection of the songs which caused that part of the examination to lose most of its value. The songs and tests were well sung by the women students. The examination of the men was not so satisfactory, as the preparation had not been nearly so thorough. The songs, too, might have been chosen specially with a view to illustrating the dull side of Mendelssohn and Schubert. With the choral part of the examination, however, little fault could be found. Selections from Beethoven's *Mount of Olives* and Parry's *Ode to St. Cecilia's Day* gave the choir an opportunity for the display of those particular qualities for which the Welsh are famous. The performance was thoroughly enjoyable.

BANGOR (University College).—The songs were heard under difficulties, as neither accompanist nor copies of music were forthcoming for the examination, and the Inspector had to play the accompaniments either by heart, if he knew them, or make them up from what could be gathered from the rather tattered leaflets from which the students sang. The various tests were well performed, particularly by the men. It was a treat to hear such a well balanced choir of mixed voices. The work was Elgar's *Banner of St. George*, and was excellently sung, the leads being crisply taken, and the general effect enhanced by the beauty of many of the individual voices in the choir.

CARDIFF.—It is pleasant to report that music here is showing every sign of improvement. The selection of songs was not quite all it might have been, but the students knew their work and came fairly well through the ordeal of sight tests, etc. Many of them were puzzled by the time test in $\frac{6}{8}$, the ear test was, with exceptions, well answered, but considerable difficulty was experienced by many of the students in beating time. No fault could be found with the choral work, which was in many ways extremely good. The programme consisted of four part-songs by Elgar, King,

and Bishop, and offered considerable scope for delicacy of expression, and clearness of attack.

LEEDS.—Although the songs were well sung, the more important part of the individual examination was not very successful, owing to circumstances which will probably be remedied next year. It is pleasant to turn from the practical examination to the choral work. A well-balanced chorus sang selections from *Hiawatha's Wedding Feast* with great spirit and evident pleasure. The freshness of the voices, the clearness of the words, and sharpness of attack made the performance a most enjoyable one, although the general effect would have been improved by a little more attention to light and shade.

*LIVERPOOL (University College).—Training the student for the certificate examination must be uphill work. Music appeared to be only one of a set of subjects which have to be "got up," and does not enter into their lives in the least, as is so often the case elsewhere. The selection of the songs was excellent, but their beauty seemed quite lost on the students. The tests were only fairly well performed and the choral work was meagre. One student had not thought it worth his while to return from the Whitsuntide holiday in time for the examination.

MANCHESTER (Owens College).—The students were all well prepared for the examination, and sang their songs and practical tests with considerable fluency. The music for the juniors had evidently been chosen because of value which it possessed as practice. *Echoes* was sung with real lightness. The chorus was a fine one, the voices were fresh and the singing showed every sign of good choir training. The seniors sang three choruses by Handel and Mendelssohn really splendidly, the tone being beautifully clear. Not a point of interest was missed, and altogether the performance was well worth hearing.

NEWCASTLE.—That the students had been prepared for the examination by a true music lover was evident in everything done by the students. The list of songs contained nothing that was not of the very best, and the selection and performance of the choral music was beyond praise. The programme was so good that it deserves to appear in full :—

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| KYRIE | From "Missa Papæ Marcellæ" (S.S.A.T.B.B.) | <i>Palestrina.</i> |
| UNIGAL | "Sweet honey-sucking bees" (S.S.A.T.B.) | ... <i>Wilbye.</i> |
| RUS ... | "Wake! Awake" (from "Wachet auf") | ... <i>Bach.</i> |
| IGAL ... | "Great God of Love" (eight parts) | ... <i>Pearsall.</i> |
| ... | "There is beauty on the mountain" | ... <i>Goss.</i> |
| KG | "The Knight's Tomb" | ... <i>Stanford.</i> |

difficult to say in which piece the chorus excelled ;
 tion must be made of the singing of the *Kyrie*,
 musical intelligence reached a standard which
 le.

NOTTINGHAM.—That so much is made of music in this college is very greatly to the credit of both teacher and students; for the results which can be produced in a residential college are much more difficult to obtain in a Day Training College. Not only was the work of each student, both men and women, tested, and found to be of high average merit, but the method was shown to the Inspector, who was present at a lesson given to the first year students. The only fault to be found with the choral work was the selection of the music. For a mixed choir of 150 voices, surely something better could have been found for performance than the seven choruses and part-songs chosen, not one of which was by a composer of any real merit. The singing was quite admirable.

READING.—The difficulty of getting enough time for the proper preparation of students was shown by their performance of both songs and tests. Taking all things into consideration, however, the results were fairly satisfactory. The singing of the choir of mixed voices was decidedly good. Part songs by Lloyd, German, Cowen and Stanford were given with good taste and spirit, also selections from Gade's *Erl King's Daughter*. The choral possibilities in a college such as this are very great; and it would be well for all concerned if this choral work, now only taken by those being trained as teachers, were made obligatory on all students.

SHEFFIELD.—There were twenty students for the individual examination, and of these, nineteen were women. A fair standard of excellence was attained in the singing of the song and the various tests, but there was no performance of special merit. Mendelssohn's *Thirteenth Psalm* was the work chosen for the choral class, and though the performance was in no way remarkable, the choir acquitted themselves with credit. As is usual on these occasions the proceedings closed with Coward's *Sheffield Students' Song*.

SOUTHAMPTON.—The fact that the students had only returned from the Easter holidays the night before the examination, accounted for a good deal of the "rust" noticeable in their performance of songs and practical tests. In spite of this, however, the result was fairly satisfactory. But it is quite evident that the time allowed for musical tuition is not enough. Were music a subject with which the students were thoroughly familiar when they enter college, one hour's instruction a week might be enough to prevent their losing ground. But this is not the case. It would therefore seem to be imperative that something should be done in the direction of allowing more time for this subject, if it is considered worth teaching at all. The programme of the choral music included Mendelssohn's *Hear my Prayer* and Gade's *Spring's Message*. These were well sung considering that there had been no practice for some time.



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